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REPORT

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SCOTTISH M...
19.9.1908

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1907-1908.

Presented to both Houses of Parliament by Command of His Majesty.

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THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL

For the Year 1907-08

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Thirty-fifth Annual Report of our proceedings under the Education (Scotland) Acts, 1872 to 1906.

SUMMARY OF STATISTICS RELATING TO SCHOOLS ON THE ANNUAL GRANT LIST.

Day schools.

During the year ended 31st August, 1907, the estimated increase of population was 1·1 per cent., while the number of scholars on the registers of schools under inspection increased by 0·53 per cent., with an increase of 0·73 per cent. in the average attendance.

The following table shows the figures in a form which will enable them to be easily compared with the corresponding statistics of the three preceding years:—

———	1904.	1905.	1906.	1907.
Scholars on Registers (at end of school year)	793,492	804,162	806,737	811,000
Average attendance	682,269	696,381	706,062	711,228
Percentage of average attendance to scholars on Registers	85·98	86·60	87·37	87·70
Infants, *i.e.*, scholars under seven, on Registers	156,859	159,801	158,903	161,143
Older scholars, *i.e.*, scholars above seven, on Registers	636,633	644,361	647,834	649,852

Of the 811,000 scholars on the register—

776,339	were children of school age (5–14);
12,034	were under 5 years of age;
149,114	were between 5 and 7 years of age;
161,148	were under 7 years of age (infants);
281,628	were between 7 and 10;
345,597	were between 10 and 14;
13,988	were between 14 and 15; and
8,639	were above 15.

Of the same scholars, 711,228 were, on an average, in daily attendance throughout the year.

Of every 100 of the average number of scholars in attendance—

i. 51 were boys;
   49 were girls.
ii. 19 were infants, *i.e.*, below 7 years of age;
   36 were between 7 and 10;
   45 were above 10.

Higher Grade Schools under Inspection.

In the average attendance given in the foregoing Tables there is included not only that in the ordinary day schools, but also that in 147 Higher Grade Schools or Departments, having on the registers at end of the school year the names of 18,323 scholars, of whom

1,506	were under 13;
5,243	were between 13 and 14;
5,052	were between 14 and 15;
3,357	were between 15 and 16;
1,930	were between 16 and 17, and
1,235	were over 17.

The average number of scholars in attendance in these schools during the past year was 18,467, while the average number on the Registers was 20,872.

The following Table shows the growth, since the year 1900, in the number of Higher Grade Schools or Departments, the number of scholars on the Registers of these, and the average attendance.

TABLE SHEWING THE PROGRESS OF HIGHER GRADE SCHOOLS SINCE THEIR ESTABLISHMENT.

Year.	Number of Schools.	Accommodation.	Average Number of Scholars on Registers.	Average Attendance.			
				1st year's Course.	2nd year's Course.	Beyond 2nd year.	Total.
1900	27	7,740	2,832	1,606	604	351	2,561
1901	34	9,721	3,518	1,712	1,053	505	3,270
1902	35	10,103	4,327	2,209	1,006	606	3,821
1903	36	10,299	5,157	2,663	1,223	662	4,548
1904	74	18,965	10,453	6,650	2,137	1,320	10,107
1905	121	28,267	16,291	7,937	4,340	2,231	14,508
1906	137	31,742	19,319	8,664	5,086	3,400	17,150
1907	147	34,242	20,872	8,734	5,719	4,014	18,467

Instruction supplementary to that of the day school is now provided for under the Continuation Class Code. For particulars as to the operations under this Code see Section IX. of the Report.

Training Centres.

Another, and a separate, head of the Parliamentary grant consists of the payments made to the Training Centres under Provincial Committees and the denominational Training Colleges, from which the supply of certificated teachers is mainly drawn. The number of Students in training in these institutions at the commencement of the current session was 3,005. The report upon their work by H.M. Senior Chief Inspector, Mr. Scougal, and the detailed statistics relating thereto, will be found in the Appendix.

Rate of progress since 1872.

The following table shows, in a comparative form, the rate of progress since the Act of 1872. It has been pointed out in previous Reports, that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only a limited number of schools sought inspection; and, while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that it has been possible to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years						
	1872.	1880.	1890.	1900.	1905.	1906.	1907.
ESTIMATED POPULATION	3,395,802	3,705,314	4,109,275	4,324,944	4,672,145	4,723,539	4,775,498
NUMBER OF SCHOOLS—							
Day Schools - -	1,979	3,064	3,076	3,104	3,123	3,125	3,138
Higher Grade Schools -	—	—	—	31	121	137	147
ACCOMMODATION—							
Day Schools - -	281,688	602,054	714,865	893,842	963,151	978,109	987,670
Higher Grade Schools -	—	—	—	9,292	28,267	31,742	34,242
AVERAGE NUMBER ON THE REGISTERS DURING YEAR—							
Day schools - -	—	534,428	664,466	753,287	787,492	788,850	792,823
Higher Grade schools -	—	—	—	3,271	16,291	19,319	20,872
AVERAGE ATTENDANCE							
Day schools - - -	213,549	404,618	512,690	626,089	681,873	688,912	692,761
Higher Grade schools -	—	—	—	2,949	14,508	17,150	18,467
NUMBER OF—							
Certificated Teachers -	2,566	5,330	7,745	10,845	13,604	14,186	15,021
Assistant „ -	—	444	1,320	2,418	2,718	2,794	2,614
Pupil „ -	3,642	4,582	3,883	3,926	4,191	4,323	3,585
Students in Training -	729	892	861	1,360	1,728	2,195	3,005

Resources for Maintenance of Educational System.

The resources upon which our educational system is maintained may be classified as local and imperial, the local contributions consisting chiefly of voluntary subscriptions and of rates. Of these the voluntary subscriptions in support of day schools reported on last year amount to 43,750*l.* The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 697,827*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1906–1907, as we learn from the Accountant in Edinburgh, whose report has not yet been issued, the total amount raised from the education rate was approximately 1,313,583*l.* 15*s.* 8*d.*, which necessitated an average rate of 12·36 pence instead of 11·52 pence in 1905–1906.*

Another item which formerly constituted a large part of the local contributions, viz., the school pence, has undergone, since 1st October, 1889, a very material modification. This item is now replaced, as regards by far the greater part of its amount, by the fee grants under the Parliamentary Vote and by sums accruing under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation (Scotland) Act, 1892. The effect of these changes is discussed in a subsequent part of this Report.

The amount of Parliamentary grants to day schools under inspection has increased from 874,807*l.* 1*s.* 0*d.*, to 887,491*l.* 10*s.* 1*d.*, while the rate of grant for each scholar in average attendance has increased from 1*l.* 4*s.* 8*d.* to 1*l.* 5*s.* 0¼*d.*

The cost of "maintenance" per child in average attendance was:—

In public schools - -	3*l.* 7*s.* 10*d.*
In voluntary schools - -	2*l.* 14*s.* 6½*d.*

Towards which there was contributed:—

	In Public Schools.			In Voluntary Schools.		
	£	*s.*	*d.*	£	*s.*	*d.*
By ratepayers - - - - -	1	2	5		—	
„ subscribers - - - -		—		0	9	1¼
„ Parliamentary Grants - -	1	6	2¾	1	3	0¾
„ aid grant to Voluntary Schools		—		0	3	0
„ general aid grant - - -	0	4	6	0	3	6
„ fee grant - - - -	0	11	11¾	0	11	6
„ fees—children's pence, &c. -	0	1	0½	0	2	2½
„ endowment - - - -	0	0	4¼	0	0	10¼
„ miscellaneous receipts - -	0	0	6½	0	0	11¾
„ Secondary Education Committees	0	0	10	0	0	5
Total income per child in average attendance - -	£3	7	10¾	2	14	7½

The sum of 305,618*l.*, voted by Parliament as a General Aid Grant (including a Re-Vote of 75,000*l*) for the year ending 31st March, 1908, has been distributed in terms of our Minute of 9th March, 1907. The table below* shows the amount granted to various descriptions of schools for the year ended 31st March, 1907, under the terms of Sections II. C. (2), II. D. and II. E. of the Minute of 19th March, 1906.

A sum of 11,000*l.* was voted by Parliament for the year ended 31st March, 1907, for Special Grants in aid of certain heavily rated School Boards; and of this amount the sum of 10,850*l.* 18*s.* 10*d.* was distributed in March, 1907, to 56 School Boards under the terms of the Minute of 19th July, 1906. A similar amount was voted for the year ending 31st March, 1908.

---

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in respect of the General Aid Grant for the year ended 31st March, 1907.

	Section II. C. (2)			Section II. D.			Section II. E.			Total.		
	£.	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
To school boards for public schools - - -	930	0	0	30,068	6	8	138,993	19	9	169,992	6	5
To managers of voluntary schools:—												
Church of Scotland -	—			147	10	0	585	4	6	732	14	6
United Free Church -	—			40	0	0	395	11	0	435	11	0
Episcopal Church - -	—			840	0	0	2,294	15	6	3,134	15	6
Roman Catholic Church	—			670	0	0	16,198	4	0	16,868	4	0
Undenominational -	—			590	0	0	1,847	0	6	2,437	0	6
Total - -	930	0	0	32,355	16	8	160,314	15	3	193,600	11	11

Proceeding to deal separately, and in greater detail, with the questions to which these statistics relate, we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained; and, lastly, the teaching power now available and the means for recruiting or developing that power.

I.—*School Supply.*

The following table shows the classification of schools on the Annual Grant List in the last three years as compared with that of 1872:—

——	1872.	1905.	1906.	1907.
Public	—	2,882	2,903	2,922
Church of Scotland	1,311†	20	18	18
Free Church	523	6	6	6
Episcopal	46	66	62	61
Roman Catholic	22	201	208	213
Undenominational and other schools	— ‡	69	65	65
Total	1,902	3,244	3,262	3,285

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

School places.

The schools on the Annual Grant List, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1907 sufficient for 1,021,912 scholars, or 21·40 per cent. of the population.

Of the total increase of 740,224 seats in schools under inspection, we reckon that about 250,000 have been required to meet the growth of the population during the last 35 years. Making allowance for cases where accommodation may have been provided somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

School Building Grants.

Confining our statistics, as we are obliged to do, to those of the schools established before the passing of the Act of 1872, to which grants were made by the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December, 1886, when the last building grants were paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8¼*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; and at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December, 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

Loans. The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August, 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August, 1878, the duty of sanctioning such loans has rested upon the Department, and we have accordingly sanctioned since then* loans to the amount of 7,945,259*l.* 18*s.* 6*d.* The total sum of the loans *sanctioned* by the Board of Education and the Department, amounting to 10,344,062*l.* 7*s.* 3*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st January last, in providing school accommodation. The total amount *actually borrowed* by school boards up to 15th May, 1907, as appearing in their balance sheets, was 9,797,169*l.* 0*s.* 1*d.* Of this sum 3,904,354*l.* 3*s.* 9*d.* has been repaid up to that date, leaving a debt of 5,892,814*l.* 16*s.* 4*d.* As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of the amount of loans sanctioned represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 8,246,179*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

From these various resources, school accommodation to the amount of 1,021,912 places, showing an increase of 263 per cent. in the last 35 years, has been supplied to meet the requirements of the country. The building grants having ceased, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

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* To 31st January last.

Attendance to be expected.

We have next to consider what number of children ought to be daily in attendance at school. In 1901 the children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted 19·38 per cent. of the total population, and they are now estimated to amount in Scotland to 925,721. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children, and this difficulty is increased by the difficulty of obtaining information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance; while in rural districts some deduction must also be made on account of children of tender years for whose non-attendance excuses more or less plausible may be adduced. On a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one-sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1907 was 4,775,498, one-sixth of which is 795,916. The actual supply is in excess of this by about 226,000 places reckoned according to the minimum requirements under the Code. Considering that, for many reasons, school boards and other managers find it expedient to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is in excess of what is needed; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete, except in view of increasing population.

Returns.

We publish in the Appendix :—

Returns of the loans sanctioned under Section 45 of the Education (Scotland) Act, 1872, for the erection or enlargement of schools, of the sale of public schools sanctioned under Section 36 of the Education (Scotland) Act, 1872, as well as of the grants made to supplement the rates of poor and populous districts (Section 67 of the Act of 1872, as amended by Section 1 of the Act of 1897).

II.—*School Attendance.*

Number on Registers and average attendance.

With our present estimated population there might be 955,100 (1 in 5) on the registers, and 795,916 (1 in 6) in average daily attendance.* But our returns show only 811,000 children on the registers of all the schools upon the Annual Grant List and 711,228 in average attendance in respect of these schools.

In other words, for every 100 children who might be on the registers, for whom some 100 school seats have been provided, we have only 85 scholars on the registers, and 74 in daily attendance. We think that, without unduly straining the compulsory clauses, a considerable addition might be made to the number in average attendance. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of children wholly or partially exempted from school attendance in terms of Section 3 of the Education (Scotland) Act, 1901, it follows that there might be over a hundred thousand scholars more than at present on the registers of State-aided schools.

The following Return gives particulars for certain years of the scholars in average attendance, and the numbers on the Registers of all schools in receipt of Annual Grants, and shows the proportion which they bear to the estimated population of the country, together with the percentages of the scholars in average attendance to the total numbers on the School Registers:—

——	1884–5.†	1890–1.	1900–1.	1904–5.	1905–6.	1906–7.
1. Average attendance of Scholars of *Schools on the Annual Grant List* - - - -	471,175	540,028	686,374	696,331	706,062	711,228
2. Estimated population -	3,897,277	4,033,103	4,472,103	4,672,145	4,723,539	4,775,498
3. Scholars on the School Registers of *Annual Grant Schools* -	612,094	680,580	767,421	804,162	806,787	811,000
Percentage of (1) to (2) -	12·08	13·38	14·23	14·90	14·94	14·89
" (3) to (2) -	15·70	16·87	17·16	17·21	17·08	16·98
" (1) to (3) -	76·97	79·34	82·92	86·60	87·52	87·70

† First year for which figures are now available.

These numbers represent a distinct advance on those for the preceding year. The percentage of average attendance to the number on the register is the best on record.

During the past year returns as to school attendance, not only in the State-aided schools, but also in Higher Class, Private, and other schools within their districts, have been called for from the School Boards. Although these returns may not in every case be absolutely accurate and complete, the result of the enquiry, as summarised in the following table, is of great interest and value.

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* We are here following the proportion that has been accepted in the past, and propose to consider very carefully how far it is in accordance with present circumstances.

The figures relate to the twelve months ended 31st December 1906.

Number of Children between the ages of :—	Estimated Population in 1906.	Number of Scholars on Registers in *all* Schools.	Average Attendance in *all* Schools.	Children exempted in terms of the Education (Scotland) Act, 1901.	
				Conditionally.	Without Conditions.
5 and 7	196,324	160,680	135,988	—	—
7 „ 12	491,390	471,858	419,280	—	—
12 „ 14	188,242	178,452	157,914	5,875	2,322
5 „ 14	875,956	810,990 =92·62 per cent. of population of School age (5 to 14 years)	713,182	—	—
over 14	—	35,239	32,068	—	—
Total Number of Children.	—	846,229	745,250 =88·07 per cent. of No. on Registers.	—	—

Relief of fees.

In connection with this, it may be convenient again to recapitulate the steps by which fees have been almost entirely relieved in State-aided schools. By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June, 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1907 the sum so voted was 360,566*l.* During the year ended 31st March, 1908, besides the sum of 40,000*l.* available under section 2 (ii.) of the Local Taxation Act, 1890, a further sum of 69,396*l.* was available under section 2 (6) of the Education and Local Taxation Account (Scotland) Act, 1892. The capitation grant paid in relief of fees is at the rate of 12*s.*, of which 10*s.* is met from the Parliamentary Grant and 2*s.* from the sums otherwise available.

The table below* shows the amount granted to various descriptions of schools for the year ended 31st March 1907. The following is an approximate statement as to the extent of the relief granted:—

Number of scholars on registers of schools on Annual Grant List between 3 and 15 years of age - - - - - - -	802,360
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - -	17,000
Extent of relief granted by the Code -	785,360

These figures show that, except for a comparatively insignificant number of schools and scholars, free education practically prevails throughout the State-aided schools in Scotland.

III.—*Subjects of Instruction, &c.*

Main Subjects.

The main subjects of instruction are reading, writing, and arithmetic. But while these subjects naturally form the staple of work of the school, it has never been the practice in Scottish schools to confine the instruction, even in the more elementary stages, to those subjects only. It has been found that a reasonable infusion of other subjects, while adding to the interest of the work, stimulating the intelligence and developing the capabilities of the children, tends to further, rather than to retard, progress in the essential subjects. But these additional subjects, while rarely or never to be omitted, are to be regarded as auxiliary only. They are valuable for the discipline they afford, and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of positive knowledge or proficiency acquired, even although that may be not inconsiderable.

Auxiliary Subjects.

The auxiliary subjects, as described in Article 19 of the Code, are:—Physical exercises, singing, drawing, nature knowledge, geography, history, and, for girls, sewing. Certain of these subjects, *e.g.*, nature knowledge, geography, history, may be, and ought to be, made to subserve in large degree the purposes of the main instruction in English and arithmetic, and instruction in the former class of subjects need in no way interfere with the attainment of due proficiency

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* TABLE.

TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March, 1907.

	£	*s.*	*d.*	£	*s.*	*d.*
To school boards for public schools -	370,760	13	0	370,760	13	0
To managers of voluntary schools:—						
Church of Scotland - - -	1,569	16	0			
United Free Church - - -	1,054	16	0			
Episcopal Church - - - -	6,019	16	0			
Roman Catholic Church - -	42,536	15	0			
Undenominational - - -	3,357	16	0			
				54,538	19	0
				£425,299	12	0

in the latter. Drawing, if properly taught, is a valuable instrument for nature study, and may indeed be reckoned as part of the same subject. Other subjects, *e.g.*, physical exercises and singing, while less intimately allied with the main instruction are essential concomitants of it, and sewing is a subject in which some degree of expertness must be acquired during school life, if it is to be acquired at all.

For these reasons we regard the foregoing subjects, each in due measure, and with due regard to the age of the pupil, as integral parts of the curriculum in the elementary stages of every school, and we should regret if, whether from the lack of duly qualified teachers or other causes, any part of this comprehensive discipline should have to be omitted.

The subjects in which the lack of expert teachers is most felt are physical exercises and drawing, but this defect is being gradually remedied through the agency of the classes for the further instruction of teachers, which have been established under Article 55 of the Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools (formerly under Article 91 (*d*) of the Code). After allowing sufficient time for the operation of these classes to have its due effect, we hold that no school should continue to be recognised as efficient whose staff is not specially qualified in respect of some one or other of its members to give efficient instruction in all the branches of the normal curriculum.

Inquiry into Physical Training.

A Royal Commission was appointed in 1902 to enquire into the opportunities for physical training now available in the State-aided day schools and other educational institutions of Scotland, and to suggest means by which such training might be made to conduce to the welfare of the pupils, and, further, how such opportunities might be increased by continuation classes and otherwise, so as to develop, in their practical application to the requirements of life, the faculties of those who have left the day schools, and thus to contribute towards the sources of national strength. That Commission made its Report in March, 1903.

As was suggested by the Commission, a Committee was appointed to draft a suitable course of physical exercises for schools, and the Report of this Committee, together with the Syllabus of Physical Exercises prepared by them, was issued in March, 1904. School Authorities were furnished with a copy of this Syllabus and their special attention was drawn to the terms of the Report.

Drawing.

Drawing is an essential feature in the curriculum prescribed for Higher Grade Schools, and grants for instruction in drawing were made under Article 19. B. 4. to 2,966 out of 3,138 schools other than Higher Grade Schools, but this does not represent the complete number of such schools in which some amount of instruction in drawing was given. The grant was withheld (or was not claimed) in some cases, either because of the insufficient amount of instruction given or because the character of the instruction was not such as to warrant the payment of a grant.

Singing.

Singing is taught in 3,247 schools, out of 3,285, and in all but 57 of these it was taught from notes. From the reports of our Inspectors we may reasonably hope that even this small residuum of schools in which singing is not taught, or is taught incompletely, will be still further reduced.

Other Subjects.

The other auxiliary subjects (nature knowledge, geography, history, and needlework) are practically universal in all schools which possess the complete organisation of junior and senior divisions. The character of the instruction in these subjects will be gathered from the Inspectors' divisional reports; but generally we have to express our satisfaction with the progress made, while the various points of criticism contained in the reports will receive our attention with a view to effecting further improvement.

In response to appeals from Teachers and Managers for guidance in the preparation of suitable courses of instruction in the various school subjects, the Department have undertaken the preparation of a series of memoranda on the more important of those subjects. The memoranda are not put forward as final or authoritative documents. They do not attempt to formulate definite schemes of instruction, and few, if any, specific suggestions will be made which are not supported by the actual experience of teachers of repute. Memoranda on English, Arithmetic, Languages, Drawing, History, and Nature Study and Science have already appeared.

Savings banks and school libraries.

It is of interest to note that savings banks have been established in 286 schools, the amount standing to the credit of the depositors (45,739 in number) at the end of the school year being 14,542*l.*, and that there are school libraries in 1,968 schools, with an aggregate of 450,158 books. All of these figures represent a most gratifying increase as compared with previous years. The remarkable development in respect of savings banks may be attributed to the attention which was drawn to the matter by the issue of a special Circular Letter. The increase in libraries is due in great measure to the generosity of Mr. James Coats, jun., of Paisley, to whom the Highlands of Scotland and the rural districts generally owe a deep debt of gratitude for the carefully selected libraries which he has made available for the use not only of school pupils, but of the inhabitants generally, in districts where a supply of good books would otherwise be matter of no small difficulty.

The Cleansing and Disinfecting of Schools.

Directions for the cleaning and keeping clean of schools have been issued under the joint authority of the Department and the Local Government Board for Scotland. The Department trust that these directions will receive the careful attention of all School Boards and managers.

General Review.

For convenience of reference, it may be well again to recapitulate the alterations in the system upon which grants have been made in recent years. By an important change introduced into the Code in 1886, that large part of every school which consisted of scholars below the Third Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It was afterwards carried out on a wider scale, so that individual examination ceased to form the basis of any payment for the ordinary standard work of the school. In the Report for 1897–98 further changes were foreshadowed, which have since been carried into effect. The main features of these changes were the fixing of a standard of attainment (that of the Merit Certificate) which might fairly be regarded as the satisfactory outcome of an Elementary School Course; the giving still greater freedom to Managers and Teachers in the determination of the steps by which that standard shall be attained, subject to such general provisions as shall secure sufficient breadth in the education given; and the defining of a normal curriculum for an Elementary School, in which provision is made for the teaching of Drawing, and also for such study of the common objects and natural features of the neighbourhood as may be preliminary to or concomitant with the more definite study of Elementary Science and Geography. A change in the method of inspection has also been developed, the main principle of which is that inspection should not regulate teaching but *vice versâ*, though it will still be the business of the Inspector to animadvert on deficiencies in the curriculum and on grave faults in method.

The passing of the Education (Scotland) Act, 1901, rendered it desirable that a further step should be made in educational organization. Certain changes, which are all in the line of recent developments, were accordingly made in the Code of 1903. The nature of these changes may be briefly summarized as follows:—Under the condition of things which existed prior to this Act, the Merit Certificate was properly described as the Leaving Certificate of the Elementary School, and as there was no security for the further continuance at school of pupils who had obtained this Certificate, it was desirable that the standard of attainment in elementary subjects required for the Certificate should be fixed as high as was reasonably possible, and no provision was made for the systematic instruction of pupils beyond this stage, except in the case of those pupils who took up the study of secondary subjects. But under the new condition of things it was found that large numbers of pupils for whom instruction in secondary subjects is not suitable obtained the Merit Certificate a considerable time before they were entitled to leave school. The provision of suitable courses of instruction for such pupils thus became imperative. The steps which we proposed to take to that end were, in the first place, brought before the public for discussion and suggestion in Circular 374, and have since been definitely embodied in Article 21 of the Code (Supplementary Courses) and the relative Schedules V. and VI. Connected with this change, and arising directly out of it, was another of similar importance. It was desirable that the Merit Certificate should continue as before to mark the successful completion of the whole course of the Elementary School proper. For that purpose it was necessary that it should record not merely the pupil's attainments at the time of entering on a Supplementary Course, but also the value of the work which he had done subsequently while in the Supplementary Course. It could, therefore, no longer be required as an indication of the pupil's fitness to enter upon such a course or to begin the studies proper to a secondary school or a higher grade school or department. For these purposes a standard of proficiency was indicated in Article 29 of the Code, which, while on the same lines as the former requirement of the Merit Certificate, takes account of the fact that the pupil's studies of elementary subjects will, in all these cases, be in some measure continued, and is, therefore, more elastic in character. It was also decided, after careful consideration, that the question of the pupil's fitness, according to this standard, to enter upon a higher course of studies, should no longer be determined by the results of a single examination, but by the whole character of his work during the preceding school course, and, particularly, during the six months preceding his possible transference, the Head Master of the school being charged with a special responsibility for observing, testing, and reporting to His Majesty's Inspector the attainments of the respective candidates. It is, of course, the duty of His Majesty's Inspector to ascertain that this responsibility is in all cases properly discharged.

One effect aimed at in these changes is an improvement in school organization, resulting from the transfer, at an earlier age, to secondary or higher-grade schools of those pupils who desire, and are fit, to enter upon the work of such schools; while, in the case of those who remain in the elementary schools, further instruction in elementary subjects can be given in such form as to have a greater practical value for the work of life. During the year ended 31st August, 1907, 54,715 candidates were approved by the Inspectors under Article 29 of the Code for enrolment in Supplementary Courses or Higher Grade Departments, and 9,802 were awarded a Merit Certificate under the Code.

Higher Grade Schools and Departments.

One further consequence of the change in organization already described has been a remarkable increase in the number of Higher Grade Departments. These have increased from 36 in operation during the session 1902–3 to 163 at the beginning of the present session. Under the conditions created by the Act of 1901, such departments are no longer required to discharge the function of giving something of the nature of a specialized education to pupils who will leave school at a comparatively early age. That function, so far as it is necessary, is now fulfilled by the Supplementary Courses. The Higher Grade Departments are therefore free to continue a stage further the *general* education of that considerable body of pupils, who, under the new conditions, may be expected to remain at school till 15 or 16. Hence the courses—predominantly scientific or predominantly commercial—which formerly characterized these departments have disappeared and have been replaced by a course of general education in which the study of English and one or more languages will be balanced by a sufficient, but not excessive, discipline in Mathematics (including Arithmetic), Science and Drawing—all specialization on commercial or technical lines being postponed until the pupils have reached the stage of the Intermediate Certificate. During the past year, in the Higher Grade Schools or Departments, payments were made under Article 142 of the Code in respect of an average attendance of 18,467, of which 8,734 represented the attendance of scholars in the first year's stage of the various courses, 5,719 in the second and 4,014 beyond the second; 7,552 scholars were paid for at the higher rate on account of exceptional efficiency.

Fuller details as to the principles upon which the present organization of education in Scotland is based, in so far as that organization is affected by regulations of the Department, will be found in the "Explanatory Memorandum" which accompanied a selection of circular letters of the Department published in May, 1904.

IV.—*Teaching Power.*

Number of Teachers.

The number of schools under inspection in 1907 was 3,285 with an average attendance of 711,228 children. The Staff provided for the instruction of these scholars was made up as follows:—

	Total No. of Teachers.
1. Certificated Teachers—	
(*a*) Trained, Male 3,882, Female 5,829=9,711 (*b*) Untrained „ 920, „ 4,280=5,200	14,911
2. Provisionally Certificated Teachers (Art. 60, Code of 1906)— Male 20, Female 90	110
3. Assistant Teachers (Art. 79, Code of 1906)— Qualified under—	
(*a*) Art. 79 (*a*) Male 70, Female 1,193=1,263 (*b*) „ 79 (*b*) „ 35, „ 21= 56 (*c*) „ 79 (*c*) „ 102, „ 1,193=1,295	2,614*
4. Female Assistants (Art. 32 (*c*) 3, Code of 1906)	69
5. Pupil Teachers—	
(*a*) In 1st year Male 122, Female 448= 570 (*b*) „ 2nd „ „ 185, „ 682= 867 (*c*) „ 3rd „ „ 168, „ 766= 934 (*d*) „ 4th „ „ 170, „ 1,044=1,214	3,585
Total number of Teachers of all grades	21,289

From the above statement it will be seen that 14,911 certificated teachers were employed, or a proportion of one certificated teacher for every 48 children. But if the number of provisionally certificated teachers and of teachers qualified under Article 79 be included, there is a proportion (exclusive of pupil teachers and unqualified assistants) of one qualified teacher for every 41 children, a proportion which might, however, with advantage be improved, especially as regards the supply of trained certificated teachers. We are glad to believe that through the operation of the new Regulations a very marked improvement in this respect will shortly be apparent.

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* Of these 252 (19 Male and 233 Female) were serving as assistant teachers before 31st December, 1895, and may therefore continue to be recognised as such beyond the date (31st December, 1914) mentioned in Art. 71 (*d*) of the Regulations

A comparison with the figures of last year shows the number of certificated teachers actually employed to have increased by 827 (Male 65, Female 762), whilst the number of assistant teachers (Article 79) has decreased by 180, and the provisionally certificated teachers under Article 60 have increased by 8—a nett increase of 655 qualified teachers. The number of pupil teachers and of unqualified assistants on the other hand shows a marked falling off.

It is important to consider whether the additions to the body of certificated teachers during the past year have been sufficient to meet the wants of the country.

Supply of Teachers.

The demand for new certificated teachers is determined by—(*a*) the wastage entailed by the retirement of teachers from active service, (*b*) the growth of average attendance, (*c*) the replacement of less qualified teachers, and (*d*) more liberal staffing arrangements adopted by School managers.

In order to arrive at trustworthy figures as regards the waste of teaching power, careful enquiry as to the cause of leaving has been made in all cases where certificated teachers have relinquished their appointments, and a summary of the results of this enquiry during the year 1907—so far as teachers who are not known to have taken up fresh engagements in Scotland are concerned—will be found in the following table:—

Reasons for Leaving.	Number of Certificated Teachers who left.	
	Males.	Females
Death	50	29
Retired	36	9
*Ill-health	13*	65*
Change of profession	13	22
Gone to South Africa	1	2
Gone abroad (elsewhere than South Africa)	7	18
Gone abroad to study	1	2
†Appointment in England	11†	46†
Appointment at a Training Centre	—	2
Dismissed	1	5
Marriage	—	225
Domestic reasons	—	18
Gone to University	25	5
Gone to Training College	—	11
Reason not known	11	29
Appointment to Inspectorate	1	—
TOTAL	170	488

It is evident that the whole of the 658 teachers included in this statement, as well as the 13 referred to in the footnote, are, for the time being, lost to the teaching profession in Scotland, but many of them will, no doubt, eventually re-enter it. Enquiries have shown the number of such cases of re-entry (including cases where English certificated teachers have taken service in Scotland) during the past year to have been approximately 240, and the nett loss to be made good may therefore be estimated at 431. The increase in average attendance during the year has been 5,166, which—assuming it to have been met entirely by the appointment of certificated teachers, and following the proportion referred to above of one teacher for every 41 children —would absorb 126 more of the new certificated teachers.

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* Of these, 2 Males and 8 Females received Disablement Allowances.

† These figures do not include 13 teachers (2 Males and 11 Females) who completed their training this year and have obtained appointments in England.

It will be seen from the figures given below that the number of new certificated teachers recognised during the past year was 1569. After deducting 431 to meet the wastage in the ranks of Certificated teachers, and 126 required for the instruction of the increased number of children in average attendance, there remain 1012 new certificated teachers for meeting the two other purposes referred to above., viz., the replacement of less qualified teachers, and the provision of more liberal staff.

The figures on page 19 show that there has been a nett decrease of 172 in the number of assistant teachers and provisionally certificated teachers. The unqualified female assistants have also decreased by 79, while the number of pupil-teachers has diminished by 738. We may perhaps assume that an equal number of certificated teachers would be required to take the place of the assistant and provisionally certificated teachers. But in the case of female assistants and pupil-teachers it is very difficult to say what is the corresponding number of certificated teachers. In terms of the Code the certificated assistant teacher counts for 60 scholars, whilst the pupil-teacher or female assistant counts for 25 only. But further, it is well known that a very large proportion of the pupil-teachers have not been required at all for purposes of minimum staff. Probably, therefore, an estimate of 200 certificated teachers to supplement the diminished number of pupil-teachers and female assistants will be a fairly liberal one.

We thus arrive at the following statement, showing a surplus of 640 new certificated teachers available for improving the quality of school staff—

No. of new certificated teachers recognised -		1569
No. required to meet—		
(*a*) Wastage - - - -	431	929
(*b*) Increased average attendance -	126	
(*c*) Replacement of less qualified teachers - - - -	372	
Leaving a surplus available for—		
(*d*) Improvement of staff - -		640

A further reference to the figures above will show that the number of certificated teachers employed has increased by 827. Deducting from that figure the numbers entered under (*b*) and (*c*) of the foregoing statement, we arrive at 329 as the *actual* increase due to more liberal staffing. It will be seen, therefore, that the output of certificated teachers during the past year shows a margin of approximately 311 beyond our estimate of the actual requirements.

Sources of Supply

It may be well to recapitulate the sources from which the *existing* supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an Inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and there must be a constant diminution in the number of those whose certificates have been thus obtained.

Teachers Provisionally Certificated.

Another class of teachers are those who hold provisional certificates granted on certain conditions to pupil-teachers and others in terms of Article 60 of the Code. These qualified the holder to take charge of a small school with less than 60 children in average attendance, a somewhat lower qualification being accepted as sufficient for the charge of a school with an average attendance of not more than 40 scholars. During last year, 110 teachers of these grades were actually in charge of such schools in place of 102 so in charge in the previous year. But in future the number is certain to diminish, in view of the altered conditions introduced by the new Regulations, coupled with the increased facilities for proper training.

Setting aside these necessarily limited sources of supply, the general sources from which the body of certificated teachers may be recruited are to be found in those who have duly completed a course of training as Students at the various Centres and Colleges for the Training of Teachers, and in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. During the past year 1569 teachers were thus added to the body.

Additions during the year.

This number includes Students in Training, graduates under Articles 47 II. (*c*) and 48 (*b*) of the Code, and Acting Teachers as shown in the following table:—

—	Male.	Female.	Total.
Students in Training	211	644	855
Graduates under Art. 47 II. (*c*)	29	15	44
" " " 48 (*b*)	5	14	19
Acting Teachers	21	630	651
Totals	266	1303	1569

This shows an increase as compared with last year, when the numbers were 201 males and 1,182 females, or 1,383 in all.

Training Authorities.

Formerly the Training Colleges constituted the chief source of the teaching supply. In the Code for 1895 important changes were introduced, by which it was made possible for the Universities to share more fully in the training of teachers. That Code provided for a new class, called King's Students, who received the chief part of their instruction at the Universities, while otherwise they were under the supervision of Local Committees responsible for their professional training. The work of these Local Committees has now been taken over by the Provincial Committees for the Training of Teachers established under the Minute of 30th January, 1905, and the operations of these Committees have been still further extended by the transfer to them of the Training Colleges formerly under the management of the Church of Scotland and of the United Free Church.

Attendance at University Classes.

The plan of adding some attendance at University Classes to the ordinary curriculum of the training colleges was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended University Classes, were admitted as part of the legitimate expenditure of training colleges. Advantage was taken of this opportunity to a large extent, whilst in the case of King's Students attendance at University Classes was universal. Full provision has been made in the new Regulations for the continued association of the Universities in the important work of training our future teachers, and in this way not a few of the future teachers are acquiring general culture in a sphere larger than that of any institution devoted to purely professional training. We believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

The number of Students actually in training during the present session (1907–8) is shown in the following table:—

Number of Students in training.

— —	Men.				Women.				Total.			
	1st Year	2nd Year	3rd Year	Total	1st Year	2nd Year	3rd Year	Total	1st Year	2nd Year	3rd Year	Total
Training Centres :												
Aberdeen - - -	35	36	18	89	244	126	29	399	279	162	47	488
Edinburgh - - -	77	77	14	168	348	224	28	600	425	301	42	768
Glasgow - - -	149	121	33	303	528	309	71	908	677	430	104	1,211
St. Andrews and Dundee	33	12	1	46	140	81	10	231	173	93	11	277
Training Colleges :												
Edinburgh Episcopal-	—	—	—	—	36	36	—	72	36	36	—	72
Glasgow R.C. - -	—	—	—	—	111	77	1	189	111	77	1	189
Totals - -	294	246	66	606	1,407	853	139	2,399	1,701	1,099	205	3,005

The first-year Students include 24 graduates, 41 certificated teachers, and 156 persons qualified under Article 73 (*c*) of the Regulations who are taking a course of training of one year only.

Sources from which Students are drawn.

The great majority of the present Students have been drawn from the ranks of the pupil-teachers. But under the provisions of the new Regulations there have now been recognised 108 centres for the training of "Junior Students," where those who propose to enter into full training may undergo an approved preliminary course of instruction both in the subjects of general education and in the art of teaching, and it is anticipated that the Training Centres will eventually be recruited mainly from this source. There are at present in training 478 Junior Students who are in the second year of their course, and 1,387 who were enrolled at the commencement of the current session, making 1,865 in all, of whom 412 are boys and 1,453 are girls. The normal Junior Student curriculum has been so framed as to include the main branches in which every certificated teacher ought to attain to a certain degree of proficiency, while at the same time care has been taken not to overcrowd it unduly. As a result, the student of the future ought, on reaching the Training Centre, to be in a position to devote more attention than has hitherto been possible to his strictly professional training, and also to pursue in some detail, whether at the University or elsewhere, any special line of study for which he may have developed an aptitude.

Junior Students.

Course of Training.

The character of the course of training at the Training Colleges and Training Centres has in recent years undergone considerable modification. The changes foreshadowed in the Report for 1901 were, after careful consideration, embodied in Article 43 of the Code and Circular 329, corresponding changes in the method of examination being at the same time adopted. These in turn have been superseded by the Regulations for the Preliminary Education, Training, and Certification of Teachers issued in June, 1906, which lay down the general lines of study to be followed both for those who desire recognition as certificated teachers in Primary Schools, and also for those who aim at a qualification to teach higher and special subjects in Intermediate and Secondary Schools.

Proportion of Trained Teachers.

Turning again to the whole existing supply of teachers, we find that of 4,802 male teachers, 80·84 per cent. had been Students in training colleges or King's Students, while of 10,109 female teachers, 57·66 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who entered the profession as acting teachers, had acquired a knowledge of the duties of their profession by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the whole number of teachers again, we find that 1,888 are graduates (1,545 male and 343 female), while many have been partially educated at the Universities, and have also acquired experience by service in schools.

Teachers' Salaries.

The average salary of a schoolmaster (whether principal or assistant) is now 154*l.* 10*s.* 11*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.*, and is now 80*l.* 4*s.* 8*d.* Besides this, 1,610 masters and 596 mistresses are provided with residences free of rent.

Further particulars as to teachers' salaries will be found in tables 12 and 13 of Part II. of the Appendix.

V.—*Pensions.*

Code Pensions.

We have received, during the year ended at Michaelmas, 1907, 16 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July, 1875, 16th June, 1884, and 27th March, 1899, and have awarded one pension of 30*l.*, two of 25*l.*, and eight of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 888 Scottish applications. We have awarded 67 pensions of 30*l.*, 164 of 25*l.*, 260 of 20*l.*, one of 15*l.*, and 11 of 10*l.*, and 89 gratuities to the amount of 2,248*l.* 10*s.*

It may be noted that the following pensions have been awarded under the Minute of 16th June, 1884, which extended the original limits of Article 118 of the Code in favour of teachers employed before August, 1851; viz., 48 of 30*l.*, 77 of 25*l.*, and 138 of 20*l.*

We may also call attention to the more liberal condition as to pensions under the Code, to which we obtained the sanction of the Treasury in 1899, under which any teacher who was at work before 1872 is eligible, instead of those only who began work before 1862.

Allowances under the Superannuation Act.

During the year ended 31st March, 1908, annual superannuation allowances, amounting to 1,149*l.* 13*s.* 10*d.*, were granted under Sections 1 (2) (*d*) and 5 (2) (*a*) of the Elementary School Teachers (Superannuation) Act, 1898, to 35 teachers (25 men and 10 women) who had attained the age of 65 years, or any later age to which their certificates may have been extended under Section 1 of the Act. Since 1st April, 1899, when the Act came into operation, 214 teachers (164 men and 50 women) have been granted superannuation allowances amounting to 6,907*l.* 19*s.* 7*d.*; and at 31st March, 1908, allowances to the amount of 5,925*l.* 1*s.* 7*d.* to 185 teachers (140 men and 45 women) were still in force.

Disablement Allowances.

During the same year disablement allowances, amounting to 526*l.* 19*s.* 7*d.*, were granted under Section 2 of the Act to 18 teachers under 65 years of age (6 men and 12 women) who satisfied the Treasury that they had become permanently incapable, owing to infirmity of mind or body, of being efficient teachers in elementary schools. Since 1st April, 1899, the sum of 5,109*l.* 1*s.* 5*d.* in respect of these allowances has been granted to 185 teachers (76 men and 109 women); and at 31st March, 1908, 133 teachers (56 men and 77 women) were drawing allowances amounting to 3,718*l.* 15*s.* 6*d.*

Contributions under the Superannuation Act.

In addition to the superannuation allowance, a teacher, on attaining the age of 65 years, is entitled to the annuity in respect of his contributions to the deferred annuity fund. The rate of contribution up to 31st March, 1901, was 3*l.* per annum for men and 2*l.* per annum for women. On the 1st of April of that year the rate of contribution for men teachers in Scotland was increased under Section 1 (2) (*b*) and (3) of the Act, to 3*l.* 5*s.* per annum, and on the 1st of April, 1902, to 3*l.* 10*s.* per annum, under Treasury Warrant dated 19th February, 1902. Between the 1st of April, 1899, when the Act came into force, and the 31st of March, 1908, the sum of 207,725*l.* 18*s.* 2*d.* has been paid to the National Debt Commissioners for the purposes of the fund, the respective contributions of men and women teachers amounting to 104,055*l.* 15*s.* 4*d.*, and 103,670*l.* 2*s.* 10*d.*

Actuarial Inquiry.

In last year's report we referred to the Actuarial Inquiry which was being made into the assets and liabilities of the Deferred Annuity Fund for the seven years ended 31st March, 1906. The Actuary's report has now been received, and was presented to Parliament at the commencement of the present session, pursuant to Section 3 (6) of the Act.

Extension of Certificates.

The certificates of 12 teachers (11 men and 1 woman) were extended under Section 1 of the Act, which provides that a teacher's certificate shall expire on his attaining the age of 65 years unless the Department, on account of his special fitness, allows his service to continue for a further limited time.

VI.—*Blind and Deaf-mute Children.*

We have referred in previous years to the fact that by the Education of Blind and Deaf-mute Children (Scotland) Act, 1890, provision has been made to secure the education of such children. The payments by School Boards sanctioned under the Act run as a rule from 10*l.* to 20*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in those cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense, or in which part of the cost has been contributed from private sources.

In connection with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated, but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of costs.

Fourteen institutions not otherwise on the Annual Grant List and 16 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 31st August, 1907, on account of 908 scholars whose attainments in elementary or class subjects were found to be satisfactory, and a further grant of 2*l.* 2*s.* in each case was allowed on account of 906 of these scholars who had made satisfactory progress in some course of manual instruction. In the case of 9 other scholars the grant of 2*l.* 2*s.* only was paid.

Defective and Epileptic Children.

The Code contains special provision for defective and epileptic children by which it is hoped that school managers will be enabled to deal more effectively with such cases, while not permitting their instruction to interfere with the arrangements made for the ordinary scholars. During the past year we find that classes for these children were established in twelve schools, and were attended by 746 scholars (61 being under 7 years of age), for whom a grant of 1,952*l.* 9*s.* 2*d.* was claimed under Article 20 (II.).

Under the Education of Defective Children (Scotland) Act, 1906, School Boards are empowered to make special provision for the medical inspection and education of epileptic, crippled or defective children between 5 and 16 years of age. The terms of the Act have been brought under the notice of School Boards throughout Scotland; and we have reason to believe that, as a result, many of the Boards are giving special attention to the requirements of a class of children whose educational interests have been too much neglected hitherto.

VII.—*Highland Schools.*

Special Attendance Grants.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 681 out of 704 schools inspected during the past year in the specified counties, and during the year extra grants amounting to 10,869*l.* 5*s.*, have been paid under its provisions.

Grant for Higher Instruction.

This Minute offered another advantage to these counties in the shape of an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was expedient to give special opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools.

Care was taken in introducing the new system of payments in 1899 to preserve these special advantages to the districts in question, and under Articles 22 and 147 an additional sum of 2,739*l.* 12*s.* has been paid in respect of an average attendance of 7,924 scholars.

Grant for Gaelic-speaking Pupil-Teachers.

Further, as a result of the Minute above referred to, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. Arrangements have now been made whereby a test of a literary knowledge of Gaelic is set in the Leaving Certificate Examination, and the results of this experiment promise to be satisfactory.

Special Assistance to certain Boards.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we nevertheless felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of long, minute, and anxious consideration; and, as a result, under a Minute of 21st December, 1888, certain terms were offered to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educationa administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which was then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the Estimates a sum of 4,000*l.* for special grants to these districts. The result has been eminently satisfactory. In the case of six school boards—those of Stenscholl, South Uist, Kilmuir, Barra, Bracadale and Snizort—the provisional arrangement has been terminated, the boards having attained a satisfactory condition of financial and administrative efficiency. For the purposes of the seven school boards—(Lewis) Barvas, Lochs and Uig; Harris; (Skye) Duirinish, Strath and Sleat—still retained under a Minute of 4th March, 1895 (which modified the Minute of 21st December, 1888), a sum not exceeding 1,500*l.* was allocated in the Minute providing for the distribution of the General Aid Grant. Though it cannot be said that the local resources are sufficient to meet in each year the present burdens in the case of these seven boards, it is hoped that, before long, in the case of some, if not all of them, local responsibility may be fully restored.

VIII.—*Secondary and Technical Education.*

Inspection. In previous reports we have referred to the results of the inspection of higher schools, which was first undertaken after the reorganization of this Department in 1885. We have already noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and we are glad to say that their efficiency continues to be maintained. But it is to be observed that there are still cases where the work of teachers is handicapped through the failure of School Boards and Managers to provide suitable premises and equipment. The number of schools under inspection is now 109, 32 being higher-class public schools, 24 endowed schools, and 53 schools under voluntary managers who have invited the inspection of the Department.

Maintenance—Grants administered by Burgh and County Committees. By the passing of the Education and Local Taxation Account (Scotland) Act in 1892, an annual sum of 60,000*l.* became available for secondary education in Scotland. The cost of the inspection of higher-class schools, and of the Leaving Certificate Examination, is mainly met from this source, and for the year 1907–1908 a sum of 4,700*l.* was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the Minute of 1st May, 1893, to Burgh and County Committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved by the Department. This arrangement has been continued by subsequent Minutes and the regulations now in force are set forth in the Minute of 10th June, 1897, as amended by that of 30th April, 1900. That Minute provides for an extended representation of those local authorities who are willing to entrust to the Committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 15 counties, 25 burghs, and 33 police burghs have taken advantage of this provision, and passed special resolutions, in accordance with which a sum of 12,141*l.* 9*s.* 9*d.* was this year handed over to the Secondary Education Committees for distribution.

In virtue of the Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools, additional administrative duties fall to be discharged by the Burgh and County Committees mentioned above, and under Section II. B. of the Minute of 9th March, 1907, a further sum of 38,000*l.* was allocated to these Committees for the purpose of providing bursaries or maintenance allowances in accordance with these Regulations. The Minute also reserved a sum not exceeding 2,000*l.* for the provision of additional Bursaries in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, Orkney and Shetland.

Synopsis of Schemes.

A synopsis of the schemes which were approved for the distribution of the grant for the year 1906–1907, and particulars of the actual amounts received and expended by the Committees, under each head, during the years ended 15th May, 1906, and 15th May, 1907, respectively, as well as of the number of schools and individual scholars for whose benefit these payments were made, will be found in the Appendix. The synopsis of the schemes for the year 1907–1908, together with the relative statistics for the year ended 15th May, 1908, will appear in the separate report on Secondary Education to be issued next Autumn.

Speaking generally, we find that out of the grant for the year ended 31st March, 1908, of 55,300*l.*, under the Education and Local Taxation Account (Scotland) Act, 1892, and the sum, not exceeding 40,000*l.*, available under the Minute of 9th March, 1907, together with any balance in the hands of the committees from the grants of former years, about 20,000*l.* has been assigned in subsidies to higher-class schools, and about 22,000*l.* in subsidies to higher departments of State-aided schools. These subsidies are in certain cases conditional upon the provision of free places for bursars and other scholars. The larger portion of what remains is allocated for bursaries and travelling expenses. It is satisfactory to find that an increasing number of Committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year.

Grants under the Minute of 27th April, 1899.

Under the provisions of Section 2 (4) of the Local Taxation Account (Scotland) Act, 1898, a further sum is available for purposes of Secondary or Technical (including Agricultural) Education in Scotland. In terms of the Minute of 27th April, 1899, as amended by the Minute of 15th June, 1899, the sum available for the year 1907–8 was allocated as follows:—

	£	s.	d.
Inspection of Higher Class Schools, and Leaving Certificate Examination (Paragraph 1) - - - -	2,000	0	0
Agricultural Education (Paragraph 2) - - - -	2,000	0	0
Grants to Higher Class Secondary and Technical Schools (Paragraph 3) - - - - - - - Fund established under Paragraph 6 of Minute - -	34,185	1	5*
TOTALS - - -	38,185	1	5

Grants amounting to 22,277*l.* 0*s.* 10*d.* have been made from the fund established under paragraph 6 of the Minute towards the provision of new buildings in connection with, and the establishment of, institutions for giving secondary and technical education. Details of the grants under paragraphs 2, 3 and 6 will be found in the Report on Secondary Education.

In determining the grants under paragraph 3 of the Minute, a fixed sum was first awarded to each school, and this was supplemented by an amount which varied according to the average attendance of pupils over 12 years of age, and (in the case of Higher Class Public Schools) the proportion which the expenditure from rates upon the school bore to the valuation of the district. No grant in excess of 850*l.* was allowed, and the grants to schools, which would otherwise have received less than 400*l.* were augmented to that sum.

Leaving Certificate Examination.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of Secondary or Higher Class Schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the fact that the examination is now held annually at nearly 300 centres, extending over the whole of Scotland. Full details with regard to last year's examination will be found in the Report on Secondary Education issued in October last.

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* The grant in respect of one school under Paragraph 3 being still under consideration, the allocation as between this Paragraph and Paragraph 6 of the Minute cannot at present be stated.

A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their direction.*

Instruction in Science and Art.

On the transfer of the administration of Science and Art Grants in Scotland to this Department, certain desirable changes in the organization of Secondary Education in the country were made whereby instruction in the subjects of Science and Art found a definite place and purpose in the general curriculum of the school. In considering, however, the organization of instruction in Science and Art, and of Secondary Education generally, a distinction must be drawn between such instruction as forming part of a scheme of general education as it is given in Secondary Schools or Secondary Departments, and the teaching of isolated subjects to pupils who have already completed their school career, and who, while engaged in some business or industry, desire to take up the study of some special subject in which they are interested or which they find useful in connection with their daily occupation. Such special study is usually pursued in evening classes.

In Schools under the Code.

The lines of organization of Secondary Education in day schools are fixed by the Education (Scotland) Act of 1872, which distinguishes between those public or other schools which may share in the Parliamentary Grant, and those others defined in the Act as "Higher Class Public Schools" which may not. It has been thought more in accordance with sound administration that all forms of instruction in the former class of schools should be aided from the Parliamentary Grant, and accordingly in the Code of 1899 and succeeding Codes provision has been made for the payment of very substantial grants—obtained in part from the commutation of Science and Art grants formerly paid to these schools—on account of the instruction in a certain limited number of schools, known as Higher Grade Schools, of the pupils who have shown their fitness for more advanced instruction, the curriculum of these Schools including a reasonable but not excessive infusion of the subjects for which Science and Art grants were formerly paid. The recent development in the curriculum of Higher Grade Schools, which has been rendered possible by the passing of the Education (Scotland) Act, 1901, is referred to on page 17 of this report.

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* Amongst these we may name:
The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Army Council † (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

† The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

In Secondary Schools.

Secondary schools are, as already indicated, not eligible to share in the Parliamentary Grant, but some of them have, in the past, been in receipt of considerable sums of varying amount from the Science and Art Vote on account of instruction in a variety of special subjects. It has been our desire to foster instruction in Science and Art in Higher Class Public Schools, and in other similar schools not in receipt of grant under the provisions of the Code, in every possible way consistent with a due regard to the general aims of these schools, and to that end the regulations contained in our Minute of 30th May, 1903, were devised. It has, however, long been recognised that the placing of a premium on a single department of work in a Secondary School is educationally unsatisfactory, and under the Regulations as to Grants to Secondary Schools issued on the 5th July, 1907, it is provided that the whole work of the school shall be the basis of grant, and not as hitherto merely certain selected subjects. These Regulations will after the present year supersede the Minute of 30th May, 1903. It is a condition of grant under them that the work of the school be conducted according to a curriculum proposed by Managers and approved by the Department, and in this curriculum it will still be necessary to make due provision for instruction in Science and Art. The Department has already provisionally approved curricula for fifty-four of these schools. It was provided in the Regulations that schools recognised under the Minute of 30th May, 1903, shall be eligible for grants under the Regulations in respect of the school year 1907-1908, but that such schools may at their option proffer a claim to grant under the said Minute in respect of a school year ending before the 1st August next. In response to that option the Managers of fourteen schools have received grant under the new Regulations for the school year ended 31st July last, whilst forty schools have been paid under the conditions of the Minute of 30th May, 1903.

IX.—*Continuation Classes and Central Institutions.*

Continuation Classes.

The further instruction in special subjects of pupils who had already completed their day school course, was, until 1901, conducted under two sets of Departmental regulations, viz., the provisions of the Code for Evening Continuation Schools, and the Science and Art Directory. For reasons set forth in previous reports these have been replaced by an uniform set of regulations embodied in the Continuation Class Code, which takes cognizance of all forms of specialised instruction, from the most elementary to that given in those specially selected central institutions which may be described as industrial universities.

The following table shows the number of approved separate centres for Continuation Classes and the main divisions of classes in the last three sessions as compared with the number for the first year of the Continuation Class Code:—

Session.	Separate Centres.	Divisions of Classes.				Number of Individual Students
		I.	II.	III.	IV.	
1901-1902 - -	774	483	822	45	120	78,171
1905-1906 - -	748	405	634	96	115	95,688
1906-1907 - -	772	390	643	98	122	100,586
1907-1908 - -	757	379	636	113	132	—

Of the 344 separate bodies of Managers responsible for Continuation Classes during the session 1907–1908, 308 were School Boards. The other Local Authorities recognised for educational purposes included four Secondary Education Committees and two County Councils. Generous support in aid of Continuation Classes is also given by various other municipalities.

The number of separate centres shows no sign of increasing. The Continuation Class system is now well established and prosperous in the larger towns, but in the country districts there is a regrettable instability, many classes springing up for one session only to cease the next. This is evidenced by the fact that of the 772 centres recognised during 1906–1907, 157 centres, representing 77 separate managing authorities, have dropped out this session. As emphasising further the frail existence of many classes, it is observed that at 42 centres where it was proposed to institute classes the proposals fell through, either before any actual meetings of these classes or after a trial of a few weeks. These results are due to varying circumstances, such as remoteness of district and the severities of the weather, but would appear to be in a large measure attributable to the lethargy shown by managers and pupils concerning education beyond the stage of the day school.

With a view to meeting the case of classes conducted under difficult conditions, power has been taken in recent Codes to grant a shortened session, instead of the normal term of twenty weeks, where good reason has been shown for such relaxation. In the present session, a reduced course, averaging about fifteen weeks, was allowed at 108 centres.

Against the falling off of classes referred to above may be set the fact that 142 new centres have been opened this session, and 53 authorities have newly taken up Continuation Class work. It may also be of interest to state that the county of Lanark, with 139, contains the largest number of centres, followed by Fife 87, Edinburgh 73, Ayr 70, Aberdeen 50, and Renfrew 49.

The Continuation Class Code of 1906 provided a scheme of instruction for the preparatory classes under Division I. more closely related to the instruction given in Supplementary Courses under the Day School Code, and there is evidence to show that the change has had a stimulating and beneficial influence on the work of both teachers and students. But such classes are intended to serve a temporary purpose only. We look forward to the time when, as a result of a more thorough previous general education in the day school, pupils will be in a position to profit by the specialized instruction provided under the other divisions of the Code without the necessity of undergoing further preparatory training.

The number of classes established for specialised instruction (elementary) under Division II. shows a decrease as compared with the number recognised last session. On the other hand, it is gratifying to record a steady increase in the number of classes placed under Division III. Such classes representing different departments of education (*e.g.* commercial, industrial) are being established at central points throughout the country: this is done with a view to bringing together those pupils who have gone through work at neighbouring Division II. classes in corresponding subjects. It is satisfactory to note that these efforts are making progress, and that a wise and more economical grouping of classes is being gradually secured. Specially good advance in this respect has been made in some urban districts, and the improvement is spreading to outlying centres.

Attendance at the Auxiliary or Recreative Classes under Division IV. shows little change from one session to another. Of such classes, those for Physical Training and Singing appear to be the most popular. But it is disappointing to find a disposition on the part of far too many of the students to overlook the obvious advantages of attending also classes of a strictly educational character. Nor do all School Boards seem to realise the full responsibility in the matter imposed on them by the Continuation Class Code (Article 39).

For pupil-teachers, 43 special courses in Drawing and 23 in Science are provided at different centres. In the case of Certificated and Assistant Teachers also, 8 classes (7 being in Drawing) have been exceptionally recognised as equivalent to courses conducted under Article 55 of the Regulations for the Preliminary Education, etc., of Teachers, for the purpose of the award of marks at the Acting Teachers' Examination.

Grants for Local Scholarships, amounting to 1,104*l.* 11*s.* 10*d.* have been made in aid of the provision of 25 Senior Scholarships and 574 Junior Scholarships. Further particulars of these will be found in the Appendix.

Reports on Continuation Classes by His Majesty's Chief Inspectors of Schools, and the detailed statistics relating to the classes on account of which grants have been paid in the financial year ending 31st March, 1908, will be published in the Appendix.

Central Institutions.

Eleven Institutions have been exempted from the provisions of the Code—under the powers conferred by Article 87—and these are working under special minutes (applicable to each institution) to which the consent of the Treasury has been given. The addition to the ten Colleges enumerated in last year's Report is the Edinburgh College of Art, under the management of the Municipality of Edinburgh. This Institution takes the place of the School of Art formerly conducted by the Board of Manufactures in the Royal Institution.

The character of the instruction in Art, Science, Agricultural and Commercial Subjects will be gathered from the reports on these important institutions to be found in the Appendix.

Residue Grant and Technical Education.

In view of the fact that under the Code of Regulations for Continuation Classes one-fourth, or in the case of parishes in certain Highland counties one-eighth, at least, of the expenditure upon such classes must be found locally, it becomes important to consider what aid may be expected for these classes, and also for the Central Institutions referred to in the Code, from the residue grant allotted to Town and County Councils under the Local Taxation (Customs and Excise) Act, 1890. The sum allotted varies in amount, and though under the Local Taxation Act of 1898 it is relieved of certain prior charges by which it was liable to be decreased, the grant has declined since 1900 (when a sum of 87,600*l*. 3*s*. 0*d*. was paid), consequent upon a reduction of the receipts from the Customs and Excise Duties. In the years 1905, 1906, and 1907, the amounts available were 61,915*l*. 8*s*. 4*d*., 59,163*l*. 9*s*. 5*d*., and 61,097*l*. 0*s*. 2*d*., respectively. The Return recently submitted to Parliament for the year 1906–1907 deals with the sum of 59,163*l*. 9*s*. 5*d*., the grant distributed in respect of the year ended 15th May, 1907. Of this amount 13,341*l*. 17*s*. 1*d*. was allocated by local authorities to the relief of rates, while 45,821*l*. 12*s*. 4*d*. was allocated for purposes of technical education, representing about 77 per cent. of the total sum available, as compared with 78 per cent. in the preceding year.

This sum of 45,821*l*. 12*s*. 4*d*. was augmented from unexpended balances and other sources to the sum of 57,954*l*. 15*s*. 10*d*. of which 49,748*l*. 9*s*. 10*d*. was expended during the year, leaving a balance (reserved for purposes of technical education) of 8,206*l*. 6*s*. 0*d*. as against last year's balance of 8,234*l*. 0*s*. 5½*d*. It would appear that the sum at present reserved for technical education might, if carefully applied, of itself go far to supply the local contribution necessary under the Continuation Class Code.

Application of the Residue Grant.

But this sum is very unequally distributed. While certain local authorities contribute generously to the support of classes recognised under the Continuation Class Code, others expend the whole of their funds upon relief of rates. Moreover, a perusal of the Return raises doubts as to whether the money reserved for technical education has always been applied to the best advantage. It is necessary to discriminate between instruction of an elementary nature or designed mainly to afford a pleasant evening occupation to the pupils, and the sound training in technical subjects which can only be given in courses such as those under Division III. of the Code, which are prolonged over several years. Though these classes may possibly be attended by a comparatively small number of students, the instruction given in them may reasonably be expected to be of greater economic value to the nation. Above all, it is desirable that more adequate support should be given to technical colleges, and other Central Institutions, which, by carrying technical, art and agricultural education to the highest possible point, may be expected in a pre-eminent degree to have a decisive effect upon the manufactures and industries of the country.

X.—*Agriculture.*

Agricultural Colleges.

We have already explained that the support given to each Institution of this kind from Imperial and National funds, must be to a large extent dependent upon the appreciation of its work in the various localities concerned, as evidenced by continued local support. We think that the most effective way of securing such support, as well as of ensuring that the work of each Institution shall take the direction most likely to be productive of benefit to the locality, is to entrust its executive management to a body of Governors thoroughly representative of the most enlightened opinion on agricultural subjects among both farmers and landowners. To the bodies of Governors so constituted we should look for advice in all that concerns agricultural education in the districts affected. We have now three such organisations affecting wide districts of Scotland and affording aid to the agriculture of the district in the form best suited to it.

Instruction of Teachers in Agriculture.

While we do not think it feasible to make practical instruction in Agriculture part of the curriculum of rural schools in general, we think it possible to give to the studies of the more advanced pupils in many of these schools such a direction as shall foster their interest in rural life and give them some insight into the scientific principles which underlie the practice of Agriculture. Such a possibility has been kept carefully in view in framing Articles 40 and 47 of the Regulations by which the training of future teachers will be governed. When it is desired that opportunity should be afforded to existing teachers in suitable localities to qualify themselves more fully to give instruction of this nature, advantage should be taken of the provisions of Article 55 of the Regulations. Such classes for the instruction of teachers in matters appertaining to Agriculture would as a rule be held at the central Agricultural Institutions under the general direction of the Managers thereof, subject, however, to the approval of the Provincial Committee. But the funds for the maintenance of such classes should be provided in the manner specified in Article 66 of the Regulations. The object of the grants to the Agricultural Colleges is in the first place to foster the scientific study of Agriculture to the highest possible degree by, it may be, a comparatively select body of students, and in the second place, by making the results of scientific research known as widely as possible among the farming community through suitable agencies, to ensure that this expenditure of public funds shall be a direct benefit to the agriculture of the country. The application of the funds to any purpose less germane to the principal object must be jealously guarded against.

Details as to the work overtaken and the grants paid to the Agricultural Colleges, in respect of the year 1906–1907, will be published in the Appendix.

XI.—*The Royal Scottish Museum, Edinburgh.*

The Royal Scottish Museum, Edinburgh.

The number of visitors to the Museum in the course of the year was 543,576, which exceeds by 92,110 the attendance of 1906.

Another satisfactory feature of the year was the unusual extent and importance of the donations, especially in the Departments of Natural History and Geology.

The large increase in the attendance at the Museum and the additions which have been made to the collections render more urgent than ever the need of an extension of the present building Without this the Department cannot hope to obtain from the Museum the assistance in carrying out their schemes of education which such an Institution, if more fully developed, could afford.

The danger to which the Museum is exposed from the close proximity, along nearly the whole of its south side, of bonded spirit warehouses and painters' stores calls urgently for attention, especially in view of the recent disastrous fires accompanied by explosions which have taken place in similar establishments. Everything that is possible has been done to minimise this risk, but it is impossible to provide adequately against it. Security from fire can only be obtained by the removal of the buildings referred to or by their conversion to some other than their present use.

The installation of the new system of heating and ventilating the building is being rapidly carried forward, and it is expected that the work will be completed in the course of the present year.

The appointment of an additional Museum officer to whose care the whole of the geological collections belonging to the Museum will in future be entrusted marks an important advance in the organisation of the Museum and, for the first time, affords an opportunity of bringing together and co-ordinating the extensive and valuable geological collections which were formerly distributed throughout other Departments of the Museum.

In the development and re-arrangement of the collections of the Museum special attention has been devoted to a consideration of the requirements of the students of the various Educational Institutions under the administration of the Department. A gratifying proof that these efforts have rendered the collections more valuable for the purposes of systematic study is afforded by the fact that the number of students who visited the Museum accompanied by their teachers, under the regulations providing for the holding of demonstrations, was nearly three times as great in 1907 as in the previous year.

In the Art and Ethnographical Department two of the most important additions of the year from the point of view of the requirements of the Art student, were casts of the Treasury of the Cnidians at Delphi and of the Hecate Group of the Pergamos frieze from the originals in Berlin.

Numerous donations to the Egyptian collection were received from the President and Committee of the Egypt Exploration Fund and from the British School of Archaeology in Egypt through the Hon. Director, Professor Petrie. Mr. Edwin Ward, one of the Museum officers, was attached to Professor Petrie's exploring party last year and has gone out again to Egypt this season to take part in the important excavations now in progress on the site of Memphis.

In the Ethnographical Section of this Department important collections from Central Africa, Siam, Korea, Tibet and Peru were acquired in the course of the year.

The additions to the Natural History Department by gift alone numbered more than 7,000 specimens. They include duplicates from the collections of mammals and birds brought home by the National Antarctic Expedition and were presented by the trustees of the British Museum; a beautiful series of Exotic Fishes painted in their natural colours, the gift of the Hon. Walter Rothschild; and complete skeletons of the rare Atlantic Right Whale and of the Bottle-nose Whale, the former given by Mr. Carl Herlofson and the latter by Mr. Theodore Salvesen.

In the Technological Department several models were added to the collections illustrating the mining of coal and the metallurgy of iron, and in the Machinery Hall important additions were made to the series of working models arranged so that they can be set in motion by the visitor.

The bequest by the late Dr. Gubbin of Bristol of a collection of 20,000 fossils, drawn from nearly every geological formation represented in Britain, provides the nucleus of a comprehensive stratigraphical collection and supplies a want which has long been felt in the Geological Department of the Museum.

(Signed) TWEEDMOUTH.
JOHN SINCLAIR.

J. STRUTHERS, *Secretary*.

Scotch Education Department,
the 12th day of May, 1908.

APPENDIX TO REPORT.

PART I.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1901; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.
3. *Insular parishes are printed in italic.*
4. The *counties* are arranged in alphabetical order.

SCOTLAND.

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen	313,825	92	Kinross	7,109	6
Argyll	74,241	46	Kirkcudbright	39,511	30
Ayr	254,773	52	Lanark	1,314,810	50
Banff	61,789	25	Linlithgow	66,443	12
Berwick	31,128	32	Nairn	8,721	5
Bute	18,787	6	Orkney	28,699	20
Caithness	33,870	12	Peebles	15,034	14
Clackmannan	31,907	6	Perth	123,546	78
Dumbarton	113,939	14	Renfrew	293,192	22
Dumfries	72,571	45	Ross and Cromarty	76,450	35
Edinburgh	488,061	30	Roxburgh	48,500	32
Elgin	44,499	21	Selkirk	23,388	9
Fife	218,840	69	Shetland	28,166	12
Forfar	284,082	60	Stirling	141,948	24
Haddington	38,665	26	Sutherland	21,440	13
Inverness	90,075	37	Wigtown	32,557	18
Kincardine	31,537	19	Totals	4,472,103	972

LIST.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[92.]* ABERDEEN.	*313,825*		1873.		
ABERDEEN (Burgh) -	153,503	15	29 Mar.	T. Hector -	22, Union Terrace, Aberdeen.
Aberdour - - - -	1,476	5	4 Apr.	W. Chapman -	Woodhead, New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,477	5	19 „	C. C. Smith -	Thistle Bank, Aboyne, Aberdeenshire.
Alford - - - -	1,486	5	18 Mar.	J. Reid - -	Alford, Aberdeen.
Ardallie - - - -	1,080	5	2 Apr.	G. Pirie - -	North of Scotland Bank, Ltd., Ellon
Auchindoir and Kearn	1,216	5	24 Mar.	J. Paterson, Jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,623	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless Auchterless Station, Aberdeenshire
Belhelvie - - - -	1,614	7	15 „	R. Rae - -	Balmedie, Aberdeen.
Birse - - - - -	1,085	5	19 „	A. Ross - -	Parish Council Office, Birse, Aboyne Aberdeenshire.
Bourtie - - -	408	5	19 „	W. Moir, Jun. -	Shadowside, Bourtie, Old Meldrum Aberdeen.
Cairney - - -	1,283	5	11 „	J. Barclay -	Binhall, Cairney, Huntly.
Chapel of Garioch -	1,472	7	5 „	J. Diack, Jun.	Pittodrie, Pitcaple, Aberdeenshire.
Clatt - - - - -	425	5	10 „	G. Spence -	Kirkton, Clatt, Kennethmont, Aberdeenshire.
Cluny - - - - -	1,207	5	16 May	P. Crighton -	Sauchen, Aberdeen.
Coull - - - - -	422	5	29 Mar.	W. Kennedy -	Springbank, Coull, Aboyne, Aberdeenshire.
Crathie and Braemar -	1,442	5	19 Apr.	W. Michie -	Tullochcoy, Crathie, Ballater, Aberdeenshire.
Crimond - - -	735	5	12 „	W. Clubb, Jun.	Elliewell, Crimond, Peterhead.
Cruden - - -	3,060	7	29 Mar.	A. Bruce - -	Port Errol, Aberdeenshire.
Culsalmond - -	683	5	20 „	J. Duguid -	St. Sairs, Insch.
Daviot - - -	730	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum, Aberdeen.
Drumblade - - -	948	5	14 „	G. Horn - -	School Cottage, Drumblade, Huntly
Drumoak - - -	865	5	8 „	J. Merson -	High Street, Banchory, Kincardineshire.
Dyce - - - - -	1,482	5	24 Mar.	J. Thom - -	Upper Kirkton, Dyce, Aberdeen.
Echt - - - - -	1,249	5	10 May	J. Coutts -	Waterton, Dunecht, Aberdeen.
Ellon - - - - -	3,395	7	8 Apr.	A. J. Raeburn -	Ellon.
Fintray - - -	866	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.

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* The figures in brackets [ ] indicate the number of School Boards in each county.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Forgue	1,107	5	5 Apr.	G. Winton	Forgue, Huntly.
Foveran	1,793	7	19 „	L. Tait	Mill of Foveran, Udny Station, Aberdeen.
Fraserburgh (including Town).	9,715	7	15 „	A. Henderson	62, Cross Street, Fraserburgh.
Fyvie	2,699	9	13 Mar.	W. Thomson	Fyvie, Aberdeenshire.
Gartly	862	5	17 Apr.	W. Grant	Faichhill, Gartly, Aberdeenshire.
Glass	809	5	10 „	T. Gauld	Blairmore, Glass, Huntly.
Glenbucket	403	5	24 Mar.	J. Callam	Newton, Glenbucket, Gartly, Aberdeenshire.
Glengairn	207	5	12 Apr.	J. Beaton	North of Scotland Bank, Ballater, Aberdeenshire.
Glenmuick and Tullich	2,162	5	5 Apr.	J. Simpson	Union Bank of Scotland, Ballater Aberdeenshire.
Huntly (including Town)	4,899	9	10 „	J. Dickson	9, Square, Huntly.
Insch	1,408	5	14 Mar.	W. A. Macdonald.	High Street, Insch.
Inverurie (including Burgh).	3,491	7	13 „	A. J. Smith	7 West High Street, Inverurie.
Keig	626	5	3 Apr.	W. Anderson	West Cividley, Keig, Aberdeen.
Keithhall and Kinkell	803	5	1 „	W. Craig	East Hillhead, Keithhall, Inverurie.
Kemnay	2,084	5	22 „	A. Whyte	Kemnay, Aberdeen.
Kennethmont	920	5	4 „	J. Reid	Flinder, Insch.
Kildrummy	574	5	22 „	J. Milne	Milton, Kildrummy, Mossat, Aberdeenshire.
Kincardine O'Neil	2,005	5	28 „	J. McLaggan	Town and County Bank, Torphins Aberdeenshire.
King Edward	897	5	29 Mar.	P. Duncan	Balchers, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer and Longside).	918	5	1874. 18 Apr.	G. Davidson	Longside, Aberdeen.
Kinnellar	561	5	1873. 15 Sept.*	N. Smith	Blackburn, Aberdeen.
Kintore (including Burgh).	2,553	5	1 Apr.	J. C. Innes	Port Elphinstone, Inverurie.
Leochel-Cushnie	1,280	7	27 Mar.	P. R. D. Williams	Cushnie, Alford, Aberdeen.
Leslie	443	5	4 Apr.	J. Anderson	Bogs of Leslie, Insch.
Logie-Buchan	651	5	5 „	G. Pirie	North of Scotland Bank, Ellon.
Logie-Coldstone	962	5	31 Mar.	A. Farquharson	Loanhead, Dinnet, Aberdeenshire.
Longside	2,697	7	19 Apr.	G. Davidson	Longside, Aberdeen.

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* Date of nomination by Board of Education, no election having taken place. Date originally fixed 22nd March.

Parish or Burgh	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Lonmay	1,622	5	19 Apr.	G. Robertson	Whitehillock, Lonmay, Aberdee shire.
Lumphanan	966	5	26 „	G. Spark	Faburn, Lumphanan, Aberdeenshire
Meldrum	1,855	7	9 „	W. Baxter	Town and County Bank, Old Meldrun Aberdeen.
Methlick	1,692	5	7 „	J. Allan	Methlick, Aberdeen
Midmar	1,000	5	10 May	J. Strachan	Midmar, Aberdeen
Millbrex	1,207	5	16 Apr.	W. Thomson	Town and County Bank, Ltd., Fyvie Aberdeenshire.
Monquhitter	2,170	7	20 Mar.	P. Cowie	Netherton, Monquhitter, Turriff.
Monymusk	1,106	5	27 „	R. Grant	Pitfichie, Monymusk, Aberdeen.
New Byth	1,644	7	12 Apr.	W. Fraser	New Byth, Turriff.
New Deer	3,619	7	8 „	W. Watt	Church Crescent, New Deer, Aberdeen
Newhills	5,753	7	19 „	Rev. J. Wiseman.	Bucksburn, Aberdeenshire.
New Machar	1,393	7	3 „	W. Johnston	Mill of Pinkie, Summerhill, Aberdeen
New Pitsligo	2,332	7	29 Mar.	G. Robertson	81, High Street, New Pitsligo, Aber deen.
Old Deer	3,144	7	12 Apr.	J. F. Ingram	Old Deer, Mintlaw Station, Aberdeen shire.
Old Machar	1,457	5	19 „	A. Webster	139, King Street, Aberdeen.
Oyne	770	5	31 Mar.	J. Diack, Jun.	Pittodrie, Pitcaple, Aberdeenshire.
Peterculter	4,940	7	26 Apr.	A. Sands	8, Golden Square, Aberdeen.
PETERHEAD (Burgh)	11,794	9	14 „	T. Mackie	Court House, Peterhead.
Peterhead (Landward)	3,352	7	10 May	T. Mackie	Court House, Peterhead.
Pitsligo	2,307	5	5 July	F. C. Grant	Union Bank, Rosehearty, Fraserburgh.
Premnay	926	5	15 Mar.	A. Mennie	Auchleven, Insch.
Rathen	2,577	7	3 May	G. Dawson	Mill Farm, Lonmay, Aberdeenshire
Rayne	1,097	5	11 Mar.	J. Wight	Durno, Pitcaple, Aberdeenshire.
Rhynie	1,005	5	9 Apr.	H. S. Neish	Rhynie, Aberdeenshire.
St Fergus	1,194	5	10 „	D. S. Malcolm	Peterhead.
Savoch	1,736	5	7 „	G. Knox	Auchnagatt, Aberdeenshire.
Skene	1,546	5	3 „	J. Wyness	Skene, Aberdeen.
Slains	936	5	17 „	J. Sangster	Slains, Ellon.
Strathdon	1,096	5	10 Mar.	R. P. Mowat	Forbeston, Strathdon, Aberdeenshire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Strichen	2,033	5	19 Apr.	W. Cheyne	79, High Street, Fraserburgh.
Tarland	733	5	2 "	W. Thomson	Tarland, Aboyne, Aberdeenshire.
Tarves	2,101	5	4 "	J. Anderson	Tarves, Aberdeen.
Tough	675	5	19 "	J. Davidson	Whitehouse, Aberdeen.
Towie	938	5	11 Mar.	J. Thomson	Mains, Glenbuchat, Gartly, Aberdeenshire.
Tullynessle and Forbes	903	5	17 "	J. Lawson	Scotsmill, Tullynessle, Alford, Aberdeen.
Turriff	4,139	7	12 Apr.	W. F. Stewart	High Street, Turriff.
Tyrie	747	5	19 "	J. Merson	Cairnmourning, Tyrie, Fraserburgh.
Udny	1,564	5	5 "	T. Duguid	Mosshead, Udny, Aberdeen.
Ythan Wells	1,005	5	3 May	J. Stephen	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
[46.] ARGYLL.	*74,241*				
Acharacle	1,199	7	25 June	A. D. Gillies	Laga, Salen, Acharacle, Argyllshire.
*Ardchattan and Muckairn.	2,126	5	8 May	A. M. Sinclair	Taynuilt, Argyllshire.
Ardgour	547	5	1895. 24 Apr.†	N. B. Mackenzie, Junr.	Estate Offices, Fort William.
Ardnamurchan	835	5	1873. 18 June	A. D. McKenzie	Swordle, Ardnamurchan, Oban.
CAMPBELTOWN (Burgh)	8,286	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,950	5	4 Apr.	J. Lothian	Argyll Street, Campbeltown.
Coll	432	5	17 "	Rev. D. McEchern.	The Manse, Coll, Oban.
Colonsay and Oronsay	313	5	15 Sept.‡	A. McNeill	Colonsay, Greenock.
Craignish	327	5	19 Apr.	T. Kay	Ardfern, Argyllshire.
Cumlodden	629	5	29 July	G. Scott	Chamberlain's Office, Inveraray.
Dunoon and Kilmun	10,468	9	12 Apr.	D. Anderson	British Linen Bank Buildings, Dunoon.
Gigha and Cara	374	5	3 "	W. W. Philip	Gigha, Argyllshire.
Glassary	1,185	5	15 "	A. Dewar	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,118	5	26 Mar.	A. McArthur	National Bank, Inveraray.
Glenorchy and Inishail	1,034	7	13 May	A. M. Sinclair	Taynuilt, Argyllshire.
Inveraray (Burgh), (united to Glenaray).	—	—	—	—	—

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* Achaleven Combination—*A. McLaine, 22, Alexandra Place, Oban.*

† Date is regulated by that for Kilmallie, viz., 9th April.

‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Inverchaolain	334	5	18 Apr.	Rev. G. A. Stalker.	Manse of Inverchaolain, Toward Point, Argyllshire.
Jura	625	5	25 Mar.	J. McGillivray	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,568	5	8 May	S. MacDougall	Oban Seil, Oban.
Kilcalmonell	495	5	15 July	Rev. J. Cameron (*Interim*)	Kilcalmonell Manse, Clachan, Argyl shire.
Kilchoman	2,360	7	2 Apr.	M. Mactaggart	Bowmore, Argyllshire.
Kilchrenan and Dalavich.	554	5	18 „	D. McIntyre	Kilchrenan, Argyllshire.
Kildalton	1,872	5	26 „	J. Robertson	Royal Bank, Port Ellen
Kilfinan	1,915	5	12 Mar.	D. Kerr	Tigh-na-bruaich, Argyllshire.
Kilfinichen and Kilvickeon.	1,529	5	12 May	A. M. McGregor, Jun., and A. McGregor (*Joint Clerks*).	Kilfinichen, Bunessan, Oban.
Killarrow and Kilmeny	2,635	7	26 Mar.	M. Mactaggart	Bowmore, Argyllshire.
Killean and Kilchenzie	1,078	5	8 Apr.	N. MacCallum	Lochend House, Campbeltown.
Kilmartin	663	5	21 Mar.	M. B. Cordiner	School House, Kilmartin, Argyllshir
Kilmodan	387	5	28 „	J. MacInnes	Glendaruel, Colintraive, Argyllshire
Kilmore and Kilbride (exclusive of Burgh of Oban).	874	5	6 May	D. MacGregor	Albany Street, Oban.
Kilninian and Kilmore	2,167	7	8 Apr.	A. Allan	Aros House, Tobermory, Argyllshir
Kilninver and Kilmelford.	357	5	5 May	Rev. J. A. Nicholls.	The Manse, Kilmelford, Argyllshire
Lismore and Appin	3,707	7	9 „	D. Macintyre	Port Appin, Argyllshire.
Lochgilphead	3,560	7	11 Mar.	A. Mac Ewan	Lochgilphead.
Lochgoilhead and Kilmorich	671	5	23 Apr.	R. Brown	149, West George Street, Glasgow.
Morvern	730	5	8 „	A. McLaine	22, Alexandra Place, Oban.
North Knapdale	768	5	2 May	H. McDiarmid	48, Argyll Street, Lochgilphead.
OBAN (Burgh)	5,427	7	14 Mar.	W. Jolly	Columba Buildings, Oban.
Saddell and Skipness	1,087	5	14 May	J. MacKinven	Carradale, Argyllshire.
Salen	441	5	2 July	J. MacLachlan	Tobermory, Argyllshire.
Southend	732	5	8 Apr.	J. Lothian	Argyll Street, Campbeltown.
South Knapdale	733	7	25 „	A. L. MacGilp	Ardrishaig, Argyllshire.
Strachur and Stralachlan.	734	5	15 Sept.*	M. Morrison	Inverglen, Strachur, Greenock.
Strontian	519	5	18 July	N. B. Mackenzie.	British Linen Bank Buildings, Fo William.

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* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Tarbert	2,126	5	8 July	J. R. Young (*Interim*)	65, Bath Street, Glasgow.
Torosay	575	5	13 May	A. McLaine.	22, Alexandra Place, Oban.
Tyree	2,195	7	28 Mar.	M. McLean	Kirkapool, Tyree, Oban.
[52.] AYR.	*254,773*				
Alloway	968	5	23 Mar.	D. Gray *	Alloway, Ayr.
Ardrossan	11,845	7	5 Apr.	J. Cook and T. K. Cook (*Joint Clerks*).	Burgh Chambers, Ardrossan.
Auchinleck	6,605	7	14 Mar.	J. Thomson	Parish Council Office, Auchinleck, Ayrshire.
AYR (Burgh)	28,697	9	10 May	J. H. Goudie	Wellington Chambers, Ayr.
Ayr (Landward)	1,043	5	30 Oct.†	D. Gray	Alloway, Ayr.
Ballantrae	1,124	5	8 May	J. R. G. Phillips, Jun.	Ballantrae, Ayrshire.
Barr	581	5	12 Apr.	A. Caldwell	Barr, Girvan.
Beith	7,523	7	11 „	A.&W.Stewart (*Joint Clerks*)	Commercial Bank Buildings, Beith.
Colmonell	1,954	5	23 „	G. Rowan	Ballochmorrie, Daljarrock, Ayrshire.
Coylton	2,542	7	26 „	J. Hay, Junr.	2, Barns Street, Ayr.
Craigie	509	5	17 May	A. McFarlane	Craigie, Kilmarnock.
Crosshill	1,108	5	18 Apr.	J. Cooper	King Street, Crosshill, Maybole.
Dailly	1,673	5	22 Mar.	W. G. Wilson	Dalquharran, Dailly, Ayrshire.
Dalmellington	5,261	7	26 „	A. S. Glass	Dalmellington, Ayrshire.
Dalry	8,212	9	29 Apr.	P. Comrie	New Street, Dalry, Ayrshire.
Dalrymple	1,208	5	3 „	W. Clark	Dalrymple, Ayr.
Dreghorn	4,332	7	3 „	N. Auld	Bankhead, Kilmarnock.
Dundonald	6,441	7	5 „	R. Young	Town Clerk's Office, Troon.
Dunlop	1,542	5	18 Mar.	J. G. Wyllie	Post Office, Dunlop, Kilmarnock.
Fenwick	1,063	5	25 „	J. Currie	Post Office, Fenwick, Kilmarnock.
Galston	6,979	7	22 „	R. Blair	British Linen Company Bank, Galston, Ayrshire.
GIRVAN (Town)	3,311	7	18 Apr.	T. G. Tait	Girvan.
Girvan (Landward)	1,561	5	18 „	A. Dunlop	Royal Bank of Scotland, Girvan.
IRVINE (Burgh)	9,618	7	27 Mar.	W. C. Wilson	Irvine.
Irvine (Landward)	1,649	5	14 Apr.	H. MacQueen (*Interim*)	British Linen Bank, Irvine.

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* Also clerk to combined Board of Alloway and Ayr (Landward).

† Date of nomination by Board of Education, no election having taken place No date fixed.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Kilbirnie - - -	7,207	7	29 Mar.	J. Lusk - -	Clydesdale Bank, Dalry.
KILMARNOCK (Burgh)	34,165	9	15 „	J. P. Stevenson	Kilmarnock.
Kilmarnock (Landward)	1,992	7	21 „	J. P. Stevenson	Kilmarnock.
Kilmaurs - - -	4,549	7	10 Apr.	D. Carruthers -	2, Market Lane, Kilmarnock.
*Kilwinning - -	8,125	7	10 „	R. C. King - D. Stevenson, *Depute Clerk.*	20, Howgate, Kilwinning, Ayrshire.
Kirkmichael - -	854	5	17 „	W. Dunn -	High Woodstone, Dalrymple, Ay shire.
Kirkoswald - -	1,411	5	19 „	W.A.Templeton	Post Office, Kirkoswald, Maybole.
Largs - - - -	4,405	7	20 Mar.	R. Wood- -	Bath Street, Largs, Ayrshire.
Loudoun - - -	8,205	7	14 „	A. Cameron -	Newmilns, Ayrshire.
Mauchline - - -	2,572	5	15 „	J. D. Macmillan	Mauchline.
Maybole (combined District).	7,503	7	5 & 12 Apr.	P. Paterson -	Maybole.
Monkton and Prestwick	3,854	7	19 Apr.	H. Boyd, Jun. -	Prestwick, Ayrshire.
Muirkirk - - -	5,670	7	29 Mar.	R. A. Leslie -	Wellwood Street, Muirkirk, Ay shire.
New Cumnock - -	5,367	7	22 „	W. Tweedie -	School Board Office, New Cumnocl Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree - - -	1,932	5	29 Mar.	R. Hay - -	School Board Office, Ochiltree, Cun nock.
Old Cumnock - -	5,144	7	27 „	A. Brakenridge	Glaisnock Street, Cumnock.
Riccarton - - -	5,065	7	29 „	J. D. Mackintosh	42, Bank Street, Kilmarnock.
St. Quivox (Landward)- (including Newton-on-Ayr(Landward))	1,219	5	10 May	J. Fergie -	Gibbsyard, St. Quivox, Ayr.
Skelmorlie - -	1,401	5	28 Mar.	A. M. Mackintosh	Clydesdale Bank, Skelmorlie, Ay shire.
Sorn - - - -	3,607	7	5 Apr.	J. Allan -	St. Germain Street, Catrine, Ayrshin
Stair - - - -	1,175	5	3 „	R. Sloan - -	Keyshill, Stair, Mauchline.
Stevenston - - -	9,497	7	12 „	A. Wilson -	Stevenston, Ayrshire.
*Stewarton - - -	3,958	7	2 „	J. J. Love -	Stewarton, Ayrshire.
Straiton - - -	1,016	5	29 Mar.	J. McFadzean	Straiton, Maybole.
Symington - - -	592	5	28 „	D. Carruthers -	2, Market Lane, Kilmarnock.
Tarbolton - - -	3,961	7	14 Apr.	A. Guthrie -	Tarbolton, Ayr.
West Kilbride - -	2,978	5	2 „	G. McNee -	Gateside, West Kilbride, Ayrshire.

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* Auchentiber Combination—*R. C. King, Kilwinning, Ayrshire.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
[25.] BANFF.	*61,789*		1873.		
Aberlour - - -	2,538	5	8 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
Alvah - - - -	1,155	5	26 „	J. MacWilliam	Lower Deuchries, Turriff.
BANFF (Burgh) - -	3,732	9	31 Mar.	J. A. Badenoch	High Street, Banff.
Banff (including Q. S. Par. of Ord, united under § 17) (Landward).	1,169	5	19 Apr.	J. Donald -	Newton of Deershaw, Alvah, Banff.
Boharm - - -	1,128	5	17 „	Thurburn and Fleming.	Keith.
Botriphnie - - -	754	5	3 May	Thurburn and Fleming.	Keith.
Boyndie - - -	1,843	5	25 Apr.	A. Still - -	Birchwood Cottage, Boyndie, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cabrach - - -	581	5	12 Apr.	J. L. Craig -	Dufftown, Banffshire.
Cullen - - -	2,116	7	26 „	W. C. Paterson	Seafield Street, Cullen, Banffshire.
Deskford - - -	714	5	7 May	R. Cruickshank	Berryhillock, Deskford, Cullen, Banffshire.
Enzie - - - -	2,277	5	13 „	A. J. Taylor -	Post Office, Enzie, Buckie.
Fordyce - - -	3,941	7	16 Apr.	W. Ingram -	Portsoy, Banffshire.
Forglen - - -	653	5	31 Mar.	J. L. Keith -	Turriff.
Gamrie - - -	6,409	9	21 Apr.	A. George -	Town Clerk's Office, Macduff.
Glenrinnes - - -	337	5	17 Mar.	A. Walkinshaw.	North of Scotland Bank, Dufftown Banffshire.
Grange - - -	1,673	5	12 Apr.	J. Clarke -	Crossroads, Grange, Keith.
Inveravon - - -	2,201	7	31 Mar.	W. Phimister -	Drumin, Glenlivet, Ballindalloch. Banffshire.
Inverkeithny - -	769	5	19 Apr.	R. Alexander -	Ladybank, Inverkeithny, Turriff.
Keith - - - -	6,828	7	5 „	Thurburn and Fleming.	Keith.
Kirkmichael - -	1,035	5	10 „	C. Grant -	Fordmouth, Tomintoul, Ballindalloch Banffshire.
Marnoch - - -	2,784	7	26 „	W. Grant -	33½, Main Street, Aberchirder, Banffshire.
Mortlach - - -	3,170	7	12 „	A. Walkinshaw.	North of Scotland Bank, Dufftown Banffshire.
Ordiquhill - - -	642	5	15 Sept.*	A. Gray - -	Mill of Park, Ordiquhill, Banff.
Rathven (including Buckie).	12,088	9	15 Apr.	J. Simpson - (*Interim*)	Town and County Bank, Rathven, Buckie.
Rothiemay - - -	1,252	5	21 „	Thurburn and Fleming.	Keith.

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* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 15th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[32.] BERWICK.	*31,128*		1873.		
Abbey St. Bathan's -	213	5	22 Mar.	E. J. Wilson -	Abbey St. Bathan's, Grantsho Berwickshire.
Ayton - - -	1,629	5	13 „	G. M. Geddes -	Ayton, Berwickshire.
Bunkle and Preston -	629	5	25 Apr.	G. Mason -	Bunkle, Edrom, Berwickshire.
Channelkirk - -	568	5	7 „	H. M. Liddell	Channelkirk, Lauder, Berwickshire
Chirnside - - -	1,580	5	31 Mar.	D. Denholm -	Chirnside, Berwickshire.
Cockburnspath - -	982	5	5 Apr.	J. Stevenson -	Cockburnspath, Berwickshire.
Coldingham - -	2 81	9	2 „	A. Macvie -	Coldingham, Berwickshire.
Coldstream - -	2,281	7	31 Mar.	A. M. Porteous	High Street, Coldstream.
Cranshaws - - -	159	5	19 Apr.	W. B. Tomison	Cranshaws, Duns.
Duns - - - -	3,199	7	13 Mar.	W. Home Waite	Duns.
Earlston - - -	1,677	5	27 „	J. Steedman -	Bank House, Earlston, Berwickshir
Eccles - - - -	1,433	7	27 „	Dove & Stevenson.	Kelso.
Edrom - - -	1,290	7	26 Feb.	J. B. Kellie -	Duns.
Eyemouth - - -	2,487	7	17 Mar.	J. Donaldson -	Eyemouth, Berwickshire.
Fogo - - - -	445	5	14 Apr.	J. Duns - -	Duns.
Foulden - - -	386	5	4 „	J. Shed - -	Springbank Villa, Ayton, Berwic shire.
Gordon - - -	791	5	5 „	R. Anderson -	Coltcrooks, Kelso.
Greenlaw - - -	1,015	5	12 „	D. Leitch -	Greenlaw, Berwickshire.
Hume and Stichill -	615	5	8 „	A. L. McGregor	27, Woodmarket, Kelso.
Hutton - - -	750	5	17 Mar.	A. P. Hope -	Sunwick, Hutton, Berwick.
Ladykirk - - -	316	5	10 Apr.	A. Porteous -	Coldstream.
Langton - - -	398	5	10 Mar.	W. Home Waite	Duns.
Lauder (including Burgh).	1,461	5	4 Apr.	G. L. Broomfield.	Lauder, Berwickshire.
Legerwood - - -	431	5	10 „	R. Martin -	Legerwood, Earlston, Berwickshire.
Longformacus - -	281	5	5 „	W. Home Waite	Duns.
Mertoun - - -	576	5	12 „	J. Dodds -	Mertoun, St. Boswell's, Newtown S Boswell's.
Mordington - -	284	5	4 June	Rev. H. Fleming.	Mordington, Berwick
Nenthorn - - -	416	5	5 Apr.	W. C. Bradford	Nenthorn, Kelso
Polwarth - - -	203	5	22 Mar.	J. Duns - -	Duns.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
ERWICK—*cont.*			1873.		
winton - - -	791	5	29 Mar.	A. M. Porteous	Coldstream.
estruther - -	504	5	11 Apr.	G. Mill, Jun. -	Hindsidehill, Lauder, Berwickshire.
hitsome - - -	525	5	21 „	G. Tweedie -	Duns.
[6.] BUTE.	*18,787*				
umbrae - - -	1,769	5	5 Apr.	J. Ross - -	20, Stuart Street, Millport, Bute.
ilbride - - -	2,518	5	18 Mar.	J. B. Sweet -	Lamlash, Isle of Arran.
ilmory - - -	2,319	7	25 „	C. Sym - -	Tormore, Shiskine, Isle of Arran.
ingarth - - -	1,056	5	4 Apr.	J. Mackinnon -	11, Albert Place, Rothesay.
orth Bute - -	1,747	5	19 „	J. R. Thomson	5, High Street, Rothesay.
OTHESAY (Burgh) -	9,378	7	27 Mar.	R. D. Whyte -	Rothesay.
[12.] CAITHNESS.	*33,870*				
Bower - - -	1,453	5	20 Mar.	R. S. W. Leith	County Buildings, Wick.
Canisbay - - -	2,006	7	27 „	D. K. Murray	Thurso.
Dunnet - - -	1,232	5	16 Apr.	A. Mackay -	Bank of Scotland, Thurso.
Halkirk - - -	2,355	7	9 „	H. J. Mackay -	Halkirk, Caithness.
Keiss - - - -	1,110	5	10 „	A. Bruce -	County Buildings, Wick.
Latheron - - -	5,223	7	27 Mar.	C. F. Reid -	Clyth Cottage, Lybster, Wick.
*Olrig - - -	1,555	5	5 May	J. Gunn - -	Castletown, Thurso.
Reay - - - -	974	5	23 Apr.	Miss A. Macleod.	Reay, Thurso.
Thurso - - -	5,406	7	20 Mar.	J. W. Galloway, Jun.	Thurso.
Watten - - -	1,230	5	3 Apr.	W. Alexander -	Crommyquoy, Watten, Caithness
†WICK (Burgh) - -	8,199	7	2 „	D. W. Georgeson.	Wick.
Wick (Landward) -	3,127	7	11 „	D. Leith - -	Wick.
[6.] CLACKMANNAN.	*31,907*				
‡ALLOA (Town) - -	11,486	9	14 Mar.	J. Cuthbert -	Candleriggs, Alloa.
Alloa (Landward) -	5,372	7	5 Apr.	J W. Moir -	18, Bank Street, Alloa.
Alva - - - -	5,641	7	5 „	J. McWhirter -	Union Bank House, Alva, Clackmannanshire.
Clackmannan - -	2,444	7	25 Mar.	A. P. Moir -	18, Bank Street, Alloa.
Dollar - - -	1,977	7	17 „	R. M. Fraser -	Bridge Street, Dollar, Clackmannanshire.
Tillicoultry - -	4,987	7	27 „	T. J. Young -	Forrester Cottage, Tillicoultry, Clackmannanshire.

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* Murkle Combination—*D. K. Murray, Thurso.*

† School Board area extended by Order of the Department dated 27th February, 1905, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to the Burgh in terms of the Wick Burgh Extension Order Confirmation Act, 1902.

‡ School Board area extended by Order of the Department dated 28th November, 1906, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to the Burgh in Septemb under the provisions of the Burgh Police (Scotland) Act, 1892.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[14.] DUMBARTON.	*113,939*		1873.		
Arrochar - - -	605	5	8 May	M. H. Conley -	Tarbet (Loch Lomond), Dumbart shire.
Bonhill - - -	14,581	9	12 Apr.	J. Brown -	School Board Offices, Alexand Dumbartonshire.
Cardross - - -	6,486	7	19 „	D. Shaw -	Station Place, Renton, Dumbart shire.
‖Cumbernauld - -	4,979	7	19 „	R. Short -	Bank House, Cumbernauld, Glasg
§DUMBARTON (Burgh)	19,985	9	8 Mar.	A. Roberts -	Municipal Buildings, Dumbarton
Dumbarton (Landward)	220	5	10 Oct.*	G. Boyd - -	Dumbarton.
Kilmaronock - -	874	5	29 Mar.	J. Dunlop, LL.B.	179a, West George Street, Glasgow
† KIRKINTILLOCH (Town).	10,502	7	8 Apr.	D. Patrick -	Kirkintilloch, Glasgow.
‖Kirkintilloch (Landward).	3,899	5	4 „	H. Hutcheson -	115, Wellington Street, Glasgow.
Luss - - - -	572	5	9 May	G. R. Murray -	Municipal Buildings, Helensburgh.
New or East Kilpatrick	10,815	7	10 Mar.	W. Higgins -	"Killorn," Milngavie, Glasgow.
Old or West Kilpatrick	27,311	9	5 Apr.	J. McBride -	63, Kilbowie Road, Clydebank, Gla gow.
Rosneath - - -	1,923	5	28 Feb.	P. T. Kerr - -	Post Office, Kilcreggan, Dumbarto shire.
Row - - -	11,187	7	11 Apr.	G. Maclachlan and A. Kyle (*Joint Clerks*)	Helensburgh.
[45.] DUMFRIES.	*72,571*				
Annan (including Burgh)	3,378	7	1876. 11 Apr.	W. Roddick -	Commercial Bank of Scotland, Ann
Applegarth and Sibbaldbie.	807	5	1873. 12 Apr.	J. F. Cormack	Lockerbie.
Brydekirk - - -	832	5	15 Sept.‡	F. W. Moffat -	Kirtlebridge, Ecclefechan.
Caerlaverock - -	841	5	4 Apr.	J. Hunter -	31, Castle Street, Dumfries.
Canonbie - - -	1,959	7	14 „	J. Watson -	Byreburn, Canonbie, Dumfriesshire
Closeburn - - -	1,275	5	31 Mar.	G. McFarlan -	Closeburn, Thornhill.
Cummertrees - -	938	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton - - -	563	5	8 „	J. Hayes - -	Dormont Grange, Lockerbie.
Dornock - - -	871	5	19 Apr.	M. Little -	Annan.
Dryfesdale - - -	3,130	7	28 „	D. McJerrow -	Lockerbie.
DUMFRIES (Burgh) -	13,239	9	15 Mar.	J. E. Blacklock	93, Irish Street, Dumfries.
Dumfries (Landward)	4,907	7	29 „	B. McGowan -	Irish Street, Dumfries.

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* Date of nomination by Board of Education, no election having taken place. No date fixed.

† Lenzie Combination. *D. Miller*, 48, *West Regent Street, Glasgow.*

‡ Date of nomination by Board of Education, no election having taken place. Date originally fi 3rd April.

§ School Board area extended by Order of Department dated 31st December, 1901, under of the Education (Scotland) Act, 1878, to include the parts of the parishes of Cardross, Dumba (Landward), and Old Kilpatrick, annexed to Burgh in terms of Dumbarton Burgh Act, 1899.

‖ Condorrat Combination. *J. Longwill, Bank House, Cumbernauld, Glasgow.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Dunscore	1,055	5	8 Apr.	J. Laurie and J. E. Laurie (*Joint Clerks*)	Dunscore, Auldgirth, Dumfriesshire.
Durisdeer	970	5	8 „	J. R. Wilson	Sanquhar, Dumfriesshire.
Eskdalemuir	441	5	17 „	J. Malcolm	Schoolhouse, Eskdalemuir, Langholm.
Ewes	261	5	18 „	R. McGeorge	Langholm.
Glencairn	1,490	5	17 Mar.	D. Corson	Moniaive, Thornhill.
Gretna or Graitney	1,250	5	25 „	R. P. McDougall	Town Hall, Annan.
Halfmorton	346	5	18 „	A. K. Gibson	Estate Office, Springkell, Ecclefechan.
Hoddam	1,415	5	7 Apr.	D. Reid	Royal Bank, Ecclefechan.
Holywood	938	5	12 „	A. Dobie	Maxwelltown, Dumfries.
Hutton and Corrie	663	5	14 „	W. & J. McClure	Clydesdale Bank, Lockerbie.
Johnstone	800	5	14 „	D. McJerrow	Lockerbie.
Keir	540	5	24 Mar.	W. Scott	Keir Mill, Thornhill.
Kirkconnel	1,248	5	17 Apr.	J. R. Wilson	Sanquhar, Dumfriesshire.
Kirkmahoe	1,106	5	5 „	J. Carmont	Dumfries.
Kirkmichael	748	5	19 „	H. S. Gordon	Dumfries.
Kirkpatrick Fleming	1,466	5	7 „	J. B. Leslie	East Lodge, Mossknow, Ecclefechan.
Kirkpatrick Juxta	980	5	26 „	W. Tait	Moffat.
Langholm	3,500	7	27 Mar.	R. McGeorge	Langholm.
Lochmaben (including Burgh).	2,388	7	28 „	J. B. McNish	48, Queen Street, Lochmaben, Dumfriesshire.
Middlebie	1,823	5	25 „	W. Jardine	Eaglesfield, Ecclefechan.
Moffat	2,799	7	11 Apr.	W. Tait	Moffat.
Morton	1,872	5	10 „	D. Paterson	West Morton Street, Thornhill.
Mouswald	475	5	3 Mar.	Rev. A. Angus	Mouswald, Ruthwell, Dumfriesshire.
Penpont	923	5	3 Apr.	J. Alexander	2, West Morton Street, Thornhill.
Ruthwell	766	5	24 Mar.	J. Kerss	Hope Cottage, Ruthwell, Dumfriesshire.
St. Mungo	567	5	12 Apr.	W. & J. McClure	Clydesdale Bank, Lockerbie.
Sanquhar (including Burgh).	2,933	7	14 „	D. Paterson	Thornhill.
Tinwald	741	5	22 Mar.	Craig and Geddes	8, English Street, Dumfries.
Torthorwald	779	5	21 „	Wilson and Watson	Dumfries.
Tundergarth	403	5	31 „	W. & J. McClure	Clydesdale Bank, Lockerbie

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Tynron - - -	**334**	5	8 Apr.	J. Laurie -	**Tynron, Thornhill.**
Wamphray - -	**396**	5	8 „	D. McJerrow -	**Lockerbie**
Westerkirk - -	**415**	5	28 Mar.	R. McGeorge -	**Langholm.**
[30.] EDINBURGH.	*488,061*				
Borthwick - - -	1,237	7	14 Apr.	R. Stoddart -	**Gorebridge, Mid-Lothian.**
Carrington - - -	460	5	5 „	R. B. Brunton	**Schoolhouse, Carrington, Gorebridg Mid-Lothian.**
Cockpen - - -	3,720	7	19 „	D. B. Tod -	**Bonnyrigg, Lasswade.**
Colinton - - -	5,499	7	5 „	A. Shankie -	**Colinton, Mid-Lothian.**
Corstorphine - -	2,725	5*	18 „	J. E. Cowan -	**Manse Road, Corstorphine, Mid Lothian.**
‡Cramond - - -	3,041	7	18 Mar.	R. C. Bell -	**13, Hill Street, Edinburgh.**
Cranston - - -	846	5	5 Apr.	T. Hanton -	**White Hart Street, Dalkeith.**
Crichton - - -	810	5	4 „	J. Simpson -	**Pathhead, Ford, Dalkeith.**
Currie - - -	2,513	7	4 „	M. W. Scott -	**Currie, Mid-Lothian.**
DALKEITH (Town) -	6,753	7	15 Mar.	T. Sturrock -	**66, High Street, Dalkeith.**
Dalkeith (Landward) -	544	5	19 Apr.	C. B. Hutchison	**Estates Office, Dalkeith Park, Dalkeith.**
‡Duddingston (Landward).	—	-	—	—	——
‡EDINBURGH (City) -	317,145	15	29 Mar.	G. W. Alexander, M.A.	**Castle Terrace, Edinburgh.**
Fala and Soutra -	319	5	15 Sept.†	J. Duncan -	**The Schoolhouse, Fala, Blackshiel Mid-Lothian.**
Glencorse - - -	1,347	5	5 Apr.	C. H. Jones -	**Penicuik.**
Heriot - - -	417	5	17 „	W. Weir -	**Heriot, Mid-Lothian.**
Inveresk (Landward) -	2,939	7	28 Mar.	J. Robertson -	**17, Bridge Street, Musselburgh.**
Kirknewton and East Calder.	3,221	7	19 June	J. Drummond	**Mid-Calder.**
Lasswade - - -	9,708	7	5 Apr.	C. K. Brown -	**Eliza Bank, Loanhead, Mid-Lothian.**
LEITH (Burgh) - -	77,439	13	9 „	R. Hardie -	**8, Links Place, Leith.**
‡Leith (Landward) -	—	-	—	—	——
‡Liberton - - -	7,159	7	4 „	T. J. Cochrane	**2, Abercromby Place, Edinburgh.**
Mid-Calder - - -	3,132	7	26 „	J. Drummond	**Mid-Calder.**
MUSSELBURGH (Burgh)	11,711	7	15 Mar.	J. Richardson -	**183, High Street, Musselburgh.**
Newbattle - - -	3,754	7	15 Apr.	A. Spark -	**Crawlees Cottage, Newbattle, Dalkeith.**

*** Seven members at and after the triennial election of 1909.**

† Date of nomination by Board of Education, no election having taken place. Date originally fixed 19th April.

‡ By Order of the Secretary for Scotland, dated 12th May, 1902, under § 51 of the Local Governme (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, the School Board distric of Edinburgh was extended to include the whole of the School Board districts of Duddingston, tobello (Burgh) and Leith (Landward), and the parts of the parishes of Cramond and Liberto exed to the City of Edinburgh under that Order.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
EDINBURGH—*cont.*			1873.		
Newton - -	1,028	5	22 Mar.	W. M. Mowat	Alpha Cottage, Millerhill; Dalkeith.
Penicuik - - -	5,097	7	29 „	C. H. Jones -	Penicuik.
PORTOBELLO (Burgh)	—	–	—	—	——
Ratho - - - -	1,946	5	14 Mar.	J. Anderson -	42, Frederick Street, Edinburgh.
Stobhill - - -	3,514	7	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
Stow - - - -	1,560	7	9 „	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
Temple - - -	385	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
West Calder - -	8,092	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
[21.] ELGIN OR MORAY.	*44,499*				
Alves - - - -	1,025		20 Mar.	C. G. Mackenzie	National Bank Buildings, Forres.
Bellie - - - -	1,801	5	14 Apr.	C. Gray - -	Fochabers.
Birnie - - - -	356	5	19 „	J. Wink - -	Elgin.
Cromdale - - -	3,229	7	25 Mar.	R. C. Lobban -	Carr Bridge, Inverness-shire.
Dallas - - -	738	5	21 Apr.	C. G. Mackenzie	High Street, Forres.
Drainie - - -	4,380	7	22 „	J. H. Glennie -	Lossiemouth, Morayshire.
Duffus - - -	4,065	7	9 „	J. S. George -	Hopeman, Elginshire.
Dyke - - - -	1,049	5	29 Mar.	C. G. Mackenzie	High Street, Forres.
Edinkillie - - -	869	5	26 Apr.	C. G. Mackenzie and W. Grant	High Street, Forres.
ELGIN (Burgh) - -	8,407	9	18 Mar.	E. D. Jameson	Bank House, Elgin.*
Elgin (Landward) -	3,153	5	14 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
FORRES (Burgh) - -	4,313	7	28 Mar.	C. G. Mackenzie	High Street, Forres.
Forres (Landward) -	928	5	29 Apr.	C. G. Mackenzie and W. Grant.	High Street, Forres.
Kinloss - - -	929	5	3 May	C. G. Mackenzie	High Street, Forres.
Knockando - -	1,756	5	15 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
New Spynie - -	661	5	17 „	R. B. Gordon -	Elgin.
Rafford - - -	934	5	12 „	C. G. Mackenzie and W. Grant	High Street, Forres.
Rothes - - -	2,361	5	15 „	R. Cruickshank	Rothes, Morayshire.
St. Andrews Lhanbryd	1,209	5	1 „	H. Stewart -	Royal Bank Buildings, Elgin.
peymouth - - -	1,359	5	21 „	W. S. Murdoch	Garmouth, Morayshire.
Urquhart - - -	977	5	6 May	H. Stewart -	Royal Bank Buildings, Elgin.

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* See ‡ footnote on previous page.

† Cranloch Combination.—*W. Law, 87, High Street, Elgin.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[69.] FIFE.	*218,840*		1873.		
Abdie	664	5	15 Mar.	A. L. Milne	Glenburnie, Newburgh, Fife.
Aberdour	1,997	5	18 Apr.	J. Russell	95, Hanover Street, Edinburgh.
Anstruther Easter	1,190	5	8 „	A. C. Mackintosh.	Anstruther.
Anstruther Wester	558	5	17 Mar.	D. Cook	Anstruther.
Auchterderran	3,068	7	28 „	R. Small	Lochgelly, Fifeshire.
Auchtermuchty	1,884	7	15 Apr.	W. Oliphant	Bank of Scotland, Auchtermucht Fife.
Auchtertool	742	5	21 „	M. Nicol	Kirk Wynd, Kirkcaldy.
Ballingry	1,218	5	12 „	J. Henderson	Lochcraig, Lochgelly, Fifeshire.
Balmerino	576	5	24 Mar.	W. Scott	Gauldry, Dundee.
Beath	15,812	9	7 Apr.	J. Ross	147, High Street, Dunfermline.
BURNTISLAND (Burgh)	4,846	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward).	753	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron	538	5	4 „	W. Morton	Balcomie, Crail, Fife.
Carnbee	852	5	17 May	J. Guthrie and C. H. Maxwell (*Joint Clerks*)	Anstruther.
Carnock	1,349	5	19 Apr.	W. Bald	National Bank, Dunfermline.
Ceres	1,450	5	5 „	J. Pearson	Ceres, Cupar.
Collessie	2,161	5	26 „	J. L. Anderson	Cupar.
Crail (including the *Island of May, pop.* 16).	1,534	5	29 Mar.	J. Guthrie	Anstruther.
Creich	297	5	17 „	G. J. Leslie	Luthrie, Cupar.
Culross (including Burgh).	1,120	5	17 Apr.	A. Fraser	Solicitor, Dunfermline.
Cults	581	5	2 „	J. Thoms	Lower Bunzion, Pitlessie, Ladybank
CUPAR (Burgh)	4,511	7	21 Mar.	J. L. Anderson	Cupar.
Cupar (Landward)	887	5	8 Apr.	W. D. Patrick	County Buildings, Cupar.
Dairsie	464	5	19 „	V. F. Murray	U. F. C. Manse, Dairsie, Fifeshire.
Dalgety	1,133	5	10 Mar.	W. Burt	30, Queen Anne Street, Dunfermlin
Dunbog	323	5	22 „	J. Ballingall	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	22,039	9	20 „	D. Gorrie	Dunfermline.
Dunfermline (Landward).	9,658	7	1 May	D. D. Blair	9, Viewfield Place, Dunfermline.
Dunino	359	5	10 Apr.	H. Waddell	Stravithie Mains, Stravithie, Fife.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—cont.			1873.		
DYSART (Burgh) -	15,295	9	7 Apr.	D. Nicholson -	St. Brycedale Road, Kirkcaldy.
Elie (including Burgh of Earlsferry).	1,142	5	18 „	H. M. Ketchen	Elie, Fife.
Falkland - - -	2,231	7	10 „	J. Sheriff -	Falkland, Fife.
Ferry-port-on-Craig -	3,445	7	15 Mar.	H. T. Baxter -	87, Commercial Street, Dundee.
Flisk - - - -	195	5	22 „	D. M. Dingwall.	Flisk, Newburgh, Fife.
Forgan - - -	4,720	7	12 Apr.	J. Allison -	61, Reform Street, Dundee.
Inverkeithing - -	3,468	7	18 „	R. Baxter	Inverkeithing, Fife.
Kemback - - -	412	5	29 Mar.	Rev. J. Henry	Kemback Manse, Cupar.
Kennoway - - -	1,505	5	22 „	T. M. Williamson.	Causeway, Kennoway, Windygates Fife.
Kettle - - -	1,759	7	21 „	A. Angus -	Kingskettle, Fife.
Kilconquhar - -	1,025	7	5 Apr.	C. G. Dawson -	Colinsburgh, Fife.
Kilmany - - -	502	5	24 Mar.	D. M. Rollo -	67, Crossgate, Cupar.
Kilrenny - - -	2,784	7	19 Apr.	C. H. Maxwell	Town Clerk's Office, Anstruther.
Kinghorn (including Burgh).	2,311	7	12 „	J. Wyllie -	Kinghorn, Fife.
Kinglassie - - -	1,478	5	17 Mar.	R. Small - -	1, Burgh Buildings, Lochgelly, Fifeshire.
Kingsbarns - -	652	5	22 „	J. Guthrie -	Anstruther.
KIRKCALDY (Burgh) -	22,346	9	3 Apr.	A. Beveridge -	Kirkcaldy.
			1901.		
*Kirkcaldy and Dysart (Landward)	1,398	7	30 Nov.	W. M. Dow -	Kirkcaldy.
			1873.		
Largo - - - -	1,895	5	26 Apr.	R. Black -	Lundin Links, Lower Largo, Fife.
Largoward - - -	901	5	24 May	T. Ireland, Jun.	Largoward, St. Andrews.
Leslie - - - -	3,960	7	8 Mar.	W. Taylor -	Leslie, Fife.
Leuchars - - -	2,499	5	12 Apr.	W. S. Birrell -	National Bank House, Cupar.
Lochgelly - - -	8,496	7	14 „	R. Small - -	1, Burgh Buildings, Lochgelly, Fifeshire.
Logie - - - -	285	5	5 Apr.	D. M. Rollo -	67, Crossgate, Cupar.
Markinch - - -	6,803	7	15 Mar.	W. Marshall -	Markinch.
Monimail - - -	720	5	26 Apr.	J. L. Anderson	Cupar.
Moonzie - - -	138	5	28 Mar.	J. Bethune -	The Schoolhouse, Moonzie, Cupar.
Newburgh - - -	1,780	7	27 „	J. Adamson -	Newburgh, Fife.
Newburn - - -	296	5	21 Apr.	G. R. Dingwall	Commercial Bank, Colinsburgh, Fife.

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* New School Board District formed by Order of the Secretary for Scotland, dated 9th October, 1901, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, comprises the landward areas of the parishes of Kirkcaldy, Dysart and Abbotshall. Date of first election of School Board for Dysart (Landward), 21st April, 1873, and for Kirkcaldy (Landward), 20th May, 1873.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Pittenweem	1,911	5	25 Mar.	A. C. Mackintosh.	Town Clerk's Office, Pittenweem, Fif
ST. ANDREWS (Burgh)	7,621	7	29 ,,	H. Thomson	St. Andrews.
St. Andrews (Landward) and St. Leonards.	1,789	5	14 Apr.	C. S. Grace	St. Andrews.
St. Monance	2,007	5	17 May	D. Cook	Anstruther.
Saline	1,012	5	29 Mar.	J. Ross	Dunfermline.
Scoonie	6,342	7	22 ,,	D. Robb	Leven.
Springfield	1,512	5	26 Apr.	J. Beveridge	Brighton Cottage, Cupar.
Strathmiglo	1,618	5	12 ,,	J. Peggie	Strathmiglo, Fifeshire.
Torryburn	1,130	5	26 ,,	W. Bald	National Bank, Dunfermline.
Tulliallan	1,862	5	10 ,,	J. Simpson	High Street, Kincardine, Fifeshire.
Wemyss	15,031	9	15 Mar.	A. W. Taylor	East Wemyss, Fife.
[60.] FORFAR.	*284,082*				
Aberlemno	804	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Airlie	698	5	3 Apr.	J. Davidson	Kirriemuir.
Arbirlot	800	5	14 ,,	W. K. Macdonald.	Town Clerk's Office, Arbroath.
ARBROATH (Burgh)	22,398	9	28 Mar.	W. Alexander	62, High Street, Arbroath.
Arbroath and St. Vigeans (Landward).	2,279	7	24 ,,	N. McBain	Arbroath.
Auchterhouse	547	5	19 Apr.	A. Jamieson	Pitnappie, Newtyle, Meigle.
Barry	4,652	7	12 ,,	D. Kidd	Rowan Cottage, Carnoustie, Forfarshire.
BRECHIN (Burgh)	8,941	7	22 Mar.	J. Craig	Swan Street, Brechin.
Brechin (Landward)	1,503	5	7 Apr.	A. Philip	11, Panmure Street, Brechin.
*BROUGHTY FERRY (Town).	10,484	7	21 Mar.	E. Cowan	Royal Bank Buildings, High Street, Dundee.
Careston	221	5	9 May	J. Craig	Swan Street, Brechin.
Carmyllie	1,063	5	16 Apr.	J. Mackintosh	107, High Street, Arbroath.
Cortachy and Clova	569	5	29 Mar.	J. Edwards	Bearfauld, Cortachy, Kirriemuir.
Craig	2,019	7	5 Apr.	D. C. Wills	Montrose.
Dun	526	5	29 Mar.	A. Middleton	186, High Street, Montrose.
DUNDEE (Burgh)	161,173	15	19 ,,	J. E. Williams	School Board Offices, Dundee.
Dundee (Landward)	667	5	28 ,,	J. G. Shiell	5, Bank Street, Dundee.
Dunnichen	1,132	5	5 Apr.	J. Young	Letham, Forfar.

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* School Board area extended as from 15th May, 1908, by Order of the Department dated 19 September, 1907, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to t Burgh in 1899, under the provisions of the Burgh Police (Scotland) Act, 1892.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Eassie and Nevay	474	5	12 Apr.	J. Butter	Kirkhill, Meigle, Perthshire.
Edzell	822	5	21 Mar.	T. Adam	Inglis Memorial Hall, Edzell, Brechin.
Farnell	536	5	3 May	C. M. Denholm	Forebank House, Brechin.
Fern	322	5	15 Mar.	A. Brown	Farmerton, Fern, Brechin.
FORFAR (Burgh)	11,397	9	18 „	A. Hay	Forfar.
Forfar (Landward)	1,482	5	19 Apr.	D. Macintosh	Town House, Forfar.
Fowlis Easter	254	5	3 May	G. Colston	Fowlis Easter, Lochee, Dundee.
Friockheim	1,292	5	11 Apr.	A. Oliver	Brothock Bank House, Arbroath.
Glamis	1,351	5	3 „	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla	669	5	12 „	A. Robertson	Holmiry, Glenisla, Alyth, Perthshire.
Guthrie	264	5	10 Mar.	J. Smith	Schoolhouse, Guthrie, Forfarshire.
Inverarity	823	5	17 Apr.	W. Gordon	52, East High Street, Forfar.
Inverkeilor	1,096	5	15 „	A. Inglis	Inverkeilor, Arbroath.
Kettins	704	5	12 ,	R. Watson	Coupar Angus.
Kingoldrum	355	5	8 „	Rev. J. C. Jack	The Manse, Kingoldrum, Kirriemuir.
Kinnell	574	5	7 „	A. Oliver	Brothock Bank House, Arbroath.
Kinnettles	323	5	27 Mar.	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Kirkden	500	5	2 Apr.	R. Reid	North of Scotland Bank, Friockheim, Forfarshire.
Kirriemuir (including Town).	5,902	7	4 „	J. Wilkie	Bank Street, Kirriemuir.
Lethnot and Navar. *See*	*Navar*	*and*	*Lethnot.*		
Liff, Benvie and Invergowrie.	1,834	5	19 Mar.	T. H. B. Rorie	13, Albert Square, Dundee.
Lintrathen	559	5	11 „	G. Milne	Middle Coull, Kirriemuir.
Lochlee	326	5	27 „	J. Crowe	Parish Council Chambers, Tarfside Brechin.
Logie Pert	982	5	19 Apr.	A. Middleton	186, High Street, Montrose.
Lunan	302	5	15 July	A. Wilson	Lunan, Arbroath.
Lundie	268	5	3 May	A. D. O. MacKinnon.	Dryburgh, Lochee, Dundee.
Mains and Strathmartine.	3,648	7	5 Apr.	W. L. Moncur	26, Castle Street, Dundee.
Maryton	278	5	10 Mar.	C. M. Denholm	Forebank House, Brechin.
Menmuir	704	5	22 „	A. Philip	11, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	2,978	7	5 Apr.	D. Gowans	Monifieth, Dundee.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Monikie	1,299	5	17 Apr.	R. Steven	7, Ward Road, Dundee.
MONTROSE (Burgh)	12,427	9	15 Mar.	W. Ross	10, Castle Street, Montrose.
Montrose (Landward)	1,600	5	3 Apr.	W. C. Walls	High Street, Montrose.
Murroes	1,041	5	10 „	H. A. Forsyth	Schoolhouse, Murroes, Dundee.
Navar and Lethnot	238	5	19 Mar.	W. Paterson	Schoolhouse, Lethnot, Brechin.
Newtyle	818	5	19 Apr.	J. Keay, Jun.	Newtyle, Forfarshire.
Oathlaw	365	5	15 May	A. Hay	Forfar.
Panbride	1,885	5	28 Feb.	D. O. Young	Struan Brae, Green Lane, Carnoustie Forfarshire.
Rescobie	594	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Ruthven	169	5	29 „	Rev. J. G. McPherson.	The Manse, Ruthven, Meigle.
Stracathro	430	5	14 Apr.	J. R. Thom	Westerton, Stracathro, Brechin.
Tannadice	1,106	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar.
Tealing	615	5	29 Mar.	P. M. McKenzie	School-house, Tealing, Dundee.
[26.] HADDINGTON.	*38,665*				
Aberlady	950	5	19 Apr.	A. Brook	Chambers, Bank of Scotland, Haddington.
Athelstaneford	635	5	22 Mar.	A. Hendrie	Haddington.
Bolton	298	5	22 „	J. C. Lusk	Bolton, Haddington.
Dirleton	1,810	5	1 Apr.	A. D. Wallace	North Berwick.
DUNBAR (Burgh)	3,581	7	13 Mar.	R. White	Dunbar.
Dunbar (Landward)	1,450	5	15 Apr.	J. D. Brooke	Dunbar.
Garvald	628	5	19 „	J. Boucher	Garvald, Prestonkirk.
Gladsmuir	1,481	5	29 Mar.	W. H. Ferme	Haddington.
HADDINGTON (Burgh)	3,993	7	15 Mar.	T. W. Todrick (*Clerk to combined Board of Haddington, B. and L.*)	Haddington.
Haddington (Landward).	1,133	7	24 „	J. Richardson	Haddington.
Humbie	720	5	15 Sept.*	W. Guthrie	Humbie, Upper Keith, East Lothia
Innerwick	782	5	12 Apr.	P. Purdie	Innerwick, East Lothian.
Morham	201	5	17 „	W. Graham	Schoolhouse, Morham, Haddington.

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* Date of nomination by Board of Education, no election having taken place. Date originally fixe 26th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
North Berwick (including Burgh).	3,649	7	12 Apr.	A. D. Wallace	East Road, North Berwick.
Oldhamstocks	429	5	29 Mar.	A. Grainger	Oldhamstocks, Cockburnspath, Berwickshire.
Ormiston	1,190	5	10 June	P. Cossar	Pencaitland, Haddingtonshire.
Pencaitland	1,112	5	29 Mar.	P. Cossar	Pencaitland, Haddingtonshire.
Prestonkirk	1,673	5	5 Apr.	A. E. Wright	National Bank, Prestonkirk.
Prestonpans	3,382	7	11 „	R. H. Hunter	Prestonpans, Haddingtonshire.
Salton	431	5	7 June	D. Logan	West Salton, Pencaitland, Haddingtonshire.
Spott	423	5	19 Apr.	R. Grieve	Spott, Dunbar.
Stenton	511	5	25 Mar.	J. Brown	Stenton, Prestonkirk.
Tranent	6,117	7	3 Apr.	J. Richardson	Musselburgh.
Whitekirk and Tyninghame.	835	5	15 Mar.	G. Ferguson	Tyninghame, Prestonkirk.
Whittinghame	521	5	12 Apr.	J. Hunter	Schoolhouse, Whittinghame, Prestonkirk.
Yester	730	5	21 „	P. B. Swinton	Gifford, Haddington.
[37.] INVERNESS.	*90,075*				
Abernethy and Kincardine.	1,279	5	16 Apr.	J. Grant	Royal Bank, Grantown.
Alvie	515	5	3 „	J. MacBean	Alvie Parish Office, Kincraig, Inverness-shire.
Ardersier	1,594	5	25 Mar.	H. T. Donaldson	Nairn.
Arisaig and Moidart	1,079	5	*1895. 21 Mar.	A. Gibson	Arisaig, R.S.O., Inverness-shire.
Barra	2,545	5	1873. 18 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Boleskine and Abertarff	1,766	7	22 Apr.	W. W. Jack	Bank of Scotland, Fort Augustus, Inverness-shire.
Bracadale	872	5	25 „	J. T. Mackenzie	Dunvegan, Skye.
Croy and Dalcross	1,149	5	7 „	H. Fraser	26, Bank Street, Inverness.
Daviot and Dunlichty	999	5	22 Mar.	J. S. Fraser	Queensgate Chambers, Inverness.
Dores	835	5	19 „	T. Fraser	Errogie, Inverness.
Duirinish	3,367	7	18 Apr.	J. T. Mackenzie	Dunvegan, Skye.
Duthill and Rothiemurchus.	1,995	5	23 „	J. Grant	Royal Bank, Grantown.
Glenelg	1,475	5	6 May	J. Macrae	Knoydart, Mallaig, Inverness-shire.
Glengarry	722	5	14 Mar.	J. J. Gold	Invergarry, Inverness-shire.

* Date is regulated by that for Ardnamurchan, viz., 18th June.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
Harris - - -	5,271	7	13 Mar.	T. Wilson -	Obbe, Portree.
Insh - - - -	317	5	2 Apr.	D. MacDonald	Balchroick, Feshie Bridge, Kingussi
INVERNESS (Burgh) -	21,238	9	27 Mar.	W. C. MacBean	42, Union Street, Inverness.
Inverness (Landward)	5,808	7	9 Apr.	J. S. Fraser -	Queensgate Chambers, Inverness.
Kilmallie - - -	3,797	7	9 „	D. McLeish -	Parade House, Fort William.
Kilmonivaig - -	1,435	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fo William.
*Kilmorack - -	2,007	7	31 Mar.	J. McKenzie -	Bank of Scotland, Beauly.
Kilmuir - - -	948	5	14 Apr.	J. McKenzie -	Uig, Portree.
Kiltarlity - - -	1,919	7	14 „	T. M. Cruickshank(*Interim*)	Lovat Estates Office, Beauly.
Kingussie - - -	1,895	7	4 Mar.	L. Mackintosh	Kingussie.
Kirkhill - - -	1,296	5	9 Apr.	S. Macdonald -	Beauly.
Laggan - - -	738	5	28 Mar.	F. McIntosh -	Laggan, Kingussie.
Moy and Dalarossie -	761	5	27 „	J. Mackintosh	Queensgate, Inverness.
North Uist - - -	3,891	7	3 Apr.	R. F. Matheson	Lochmaddy.
Petty - - - -	1,291	5	22 Mar.	J. S. Fraser -	Queensgate Chambers, Inverness.
Portree - - -	2,781	7	8 Apr.	R. Macdonald	National Bank, Portree.
Sleat - - - -	1,665	5	1 May	R. Macdonald.	National Bank, Portree.
Small Isles - - -	495	7	1 „	J. Campbell -	Kildonan, Eigg, Oban.
Snizort - - -	1,649	5	2 Apr.	R. Macdonald	National Bank, Portree.
South Uist - - -	5,516	7	19 Mar.	A. McElfrish -	Procurator Fiscal's Office, Loch maddy.
Stenscholl - - -	1,185	5	24 Apr.	J. MacKenzie -	Estate Office, Uig, Portree.
Strath - - - -	2,152	7	28 Mar.	R. Macdonald	National Bank, Portree.
Urquhart and Glenmoriston.	1,828	7	1 Apr.	W. Mackintosh	Drumnadrochit, Inverness.
[19.] KINCARDINE.	*31,537*				
Arbuthnott - -	698	5	5 Apr.	J. Andrew -	Bervie, Kincardineshire.
Banchory-Devenick -	1,726	7	12 „	W. Littlejohn -	48a, Union Street, Aberdeen.
Banchory-Ternan -	3,449	7	5 „	J. Merson -	High Street, Banchory, Kincardine shire.
Benholm - - -	1,426	5	22 Mar.	W. Low - -	Johnshaven, Montrose.
Bervie (including Burgh).	2,523	5	20 „	J. Andrew -	Bervie, Kincardineshire.

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* Struy Combination.—*J. McKenzie, Bank of Scotland, Beauly.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KINCARDINE—*cont.*			1873.		
Dunnottar (including part of Stonehaven).	2,533	5	15 Mar.	A. W. Kinnear	Stonehaven.
Durris - - -	884	5	19 Apr.	G. Fyfe - -	Blairydrine, Durris, Drumoak, Aberdeenshire.
Fettercairn - -	1,390	5	10 „	J. Davidson -	North of Scotland Bank, Fettercairn, Laurencekirk.
Fetteresso and Rickarton (united § 17) (including part of Stonehaven).	5,425	7	29 Mar.	J. B. Cunningham.	Stonehaven.
Fordoun - - -	1,809	7	21 „	R. L. Crabb -	Auchinblae, Kincardineshire.
Garvock - - -	368	5	29 „	R. L. Crabb -	Auchinblae, Kincardineshire.
Glenbervie - - -	854	5	29 „	S. A. Smith -	Pitdrichie, Fordoun.
Kinneff and Catterline	899	5	25 „	A. Watt - -	Hilton, Stonehaven.
Laurencekirk - -	2,011	7	22 „	J. W. Lawson -	Laurencekirk.
Maryculter - - -	951	5	29 „	G. Falconer -	31, Adelphi, Aberdeen.
Marykirk - - -	1,209	5	29 „	J. Scott	Marykirk, Kincardineshire.
Nigg - - - -	1,528	5	5 Apr.	D. M. Walker	[illegible]5, Union Street, Aberdeen.
St. Cyrus - - -	1,228	5	29 Mar.	J. R. Findlay -	Montrose.
Strachan - - -	626	5	19 Apr.	J. Rust -	Bowbuts, Strachan, Banchory, Kincardineshire.
[6.] KINROSS.	*7,109*				
Blairingone - -	445	5	12 Apr.	J. Bleloch -	Wellhall, Dollar, Clackmannanshire.
Cleish - - - -	631	5	11 „	R. Shorthouse	Kelty Bridge, Blairadam, Kinross-shire.
Fossoway and Tulliebole.	729	5	1 „	J. Wilson -	Solicitor, Kinross.
Kinross - - -	2,655	5	18 Mar.	W. K. Falconer	Kinross.
Orwell - - -	1,822	5	28 „	J. Watson -	Milnathort, Kinross-shire.
Portmoak - - -	827	5	19 Apr.	W. Glass -	West Balgedie, Kinross.
[30.] KIRKCUDBRIGHT.	*39,511*				
Anwoth - - -	651	5	12 Mar.	R. S. Glover -	Bank of Scotland, Gatehouse, Kirkcudbrightshire.
Balmaclellan - -	546	5	27 „	P. Gifford -	Castle Douglas.
*Balmaghie - -	802	5	27 „	J. Dunn - -	Castle Douglas.
Bargrennan - -	323	5	5 May	A. Wylie, Jun.	Galloway Estate Office, Newton Stewart.
Borgue - - -	1,045	5	22 Mar.	D. Rogerson -	Borgue Village, Kirkcudbright.
Buittle - - -	879	5	3 „	J. E. Milligan	Town Hall Buildings, Dalbeattie.

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* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Station, Kirkcudbrightshire.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
KIRKCUDBRIGHT—*cont.*			1873.		
Carsphairn	351	5	21 Mar.	C. E. Stewart	Carsphairn, Dalry, Kirkcudbrig shire.
Colvend and Southwick	1,171	5	20 „	J. K. McLelland.	The Schoolhouse, Colvend, D beattie.
Corsock	460	5	19 Apr.	J. Ewing	Millbrae, Corsock, Dalbeattie.
Crossmichael	1,231	5	8 Mar.	W. Gillespie	Castle Douglas.
Dalry	826	5	15 Apr.	Rev. N. Buchanan.	Dalry, Kirkcudbrightshire.
Girthon	1,209	5	13 Mar.	W. Cairns	Gatehouse, Kirkcudbrightshire.
Irongray	701	5	5 Apr.	R. Adamson	93, Irish Street, Dumfries.
*Kells	878	5	5 „	R. Johnstone	New Galloway, Kirkcudbrightshire.
Kelton	3,734	7	11 Mar.	J. Dunn	Castle Douglas.
Kirkbean	685	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,309	9	28 Mar.	A. Cavan	Kirkcudbright.
Kirkgunzeon	527	5	22 „	J. Little	Dalbeattie.
Kirkmabreck	1,859	5	12 Apr.	R. Carson	Newton Stewart.
Kirkpatrick-Durham	818	5	29 Mar.	Miss M. Bell	Kirkpatrick-Durham, Dalbeattie.
Lochrutton	497	5	12 Apr.	Craig and Geddes	8, English Street, Dumfries.
Minnigaff	1,114	5	14 May	R. Carson	Newton Stewart.
New Abbey	957	5	15 Mar.	J. Henderson	Dumfries.
Parton	382	5	1 Apr.	W. Gillespie	Castle Douglas.
Rerrick	1,356	5	27 Mar.	J. Williamson	Kirkcudbright.
Terregles	454	5	12 Apr.	J. Johnston	Waterside, Terregles, Dumfries.
Tongland	693	5	22 Mar.	W. Nicholson	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer	6,599	7	29 „	A. Dobie & R. Barbour (*Joint Clerks*)	Maxwelltown, Dumfries.
Twynholm	718	5	5 Apr.	P. Gifford	Castle Douglas.
Urr	4,736	7	28 Feb.	J. Little	Dalbeattie.
[50.] LANARK.	*1,314,810*				
AIRDRIE (Burgh)	19,842	9	3 Apr.	G. B. Motherwell.	10, Bank Street, Airdrie.
Avondale	5,773	9	22 May	J. Barrie	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	——	——
Biggar	1,897	5	25 Apr.	A. Russell	Howieson Buildings, Biggar.

* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Stati Kirkcudbrightshire.*

Parish or Burgh.	Population in 1901.	No of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Blantyre	14,145	9	8 Mar.	J. Brown	Kirkland Place, High Blantyre, Glasgow.
Bothwell	45,905	9	4 Apr.	R. Kerr	50, Cadzow Street, Hamilton.
*Cadder	10,474	7	4 "	J. Hurll	142, St. Vincent Street, Glasgow.
Calderhead	6,641	7	10 "	J. Sneddon	Herald Buildings, Brandon Street, Hamilton.
Cambuslang	20,211	9	10 "	R. Duncan	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan	25,878	9	10 "	T. Smith	Commercial Bank, Wishaw.
Carluke	8,966	7	26 Mar.	J. Barr	British Linen Co. Bank, Carluke.
Carmichael	392	5	14 Apr.	Rev. J. D. W. Gibson	Carmichael Manse, Thankerton, Lanarkshire.
†Carmunnock	1,449	5	13 Mar.	W. Fleming	Windlaw, Carmunnock, Glasgow.
Carnwath	5,837	7	25 Apr.	T. Smith	Carnwath, Lanarkshire.
Carstairs	1,893	5	5 "	G. H. Harrison	Carstairs, Lanark.
Clarkston	9,889	7	7 "	G. B. Motherwell, Jun.	4, East High Street, Airdrie.
Covington and Thankerton.	314	5	12 "	J. F. Shirley	Commercial Bank, Lanark.
Crawford	715	5	21 Mar.	E. Kerr	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn	694	5	19 "	J. A. Renton	Crawfordjohn, Abington, Lanarkshire.
Culter	392	5	31 "	J. Walker	The Schoolhouse, Culter, Biggar.
Dalserf	4,088	5	14 Apr.	J. Anderson	7, Cathkin Terrace, Netherburn, Lanarkshire.
Dalziel	37,257	9	15 Mar.	W. R. Barbour	Motherwell.
Dolphinton	250	5	29 "	K. Mackenzie	Dolphinton House, Dolphinton, Peeblesshire.
Douglas	2,123	7	12 Apr.	A. Hutchison	Main Street, Douglas, Lanarkshire.
			1898.		
Douglas Water (School District § 17, parts of Douglas and Carmichael, erected 1898).	1,080	5	12 Nov.	R. McKinnell	Commercial Bank of Scotland, Ltd., Douglas, Lanarkshire.
			1873.		
Dunsyre	200	5	29 Apr.	J. Haddow	Dunsyre, Carstairs Junction R.S.O. Lanarkshire.
East Kilbride	3,181	7	4 "	R. Gibson	104, West Regent Street, Glasgow.
GLASGOW (Burgh)	623,463	15	25 Mar.	J. Clark. J. Stewart (*Deputy.*)	129, Bath Street, Glasgow.
Glassford	1,321	5	5 Apr.	J. Hunter	Glassford, Strathaven, Lanarkshire.
Govan	208,053	15	10 "	M. MacLeod	151, Bath Street, Glasgow.
HAMILTON (Burgh)	20,932	9	25 Mar.	P. Keith	Hamilton.

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* Lenzie Combination. *See* Kirkintilloch (Town) (Dumbarton).

† Busby Combination, *J. Carswell, Overlea, Clarkston, Busby, Glasgow.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Hamilton (Landward)	19,440	9	18 Apr.	R. Kerr - -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	5,084	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	3,019	7	31 „	J. F. Shirley -	Lanark.
Larkhall - - -	12,034	7	17 Apr.	W. Cunningham	Larkhall, Lanarkshire.
Leadhills - - -	912	5	25 June	G. Menzies -	Townfoot, Leadhills, Lanarkshir
Lesmahagow - -	10,954	7	12 Apr.	J. N. Gilmore	Lesmahagow, Lanarkshire.
Libberton - - -	432	5	19 „	Rev. J. Picken	Manse of Libberton, Carnwa Lanarkshire.
Maryhill - - -	48,130	11	22 „	W. B. Gemmel	208, West George Street, Glasgow.
New Monkland - -	8,194	7	29 Mar.	G. B. Motherwell.	10, Bank Street, Airdrie.
Old Monkland - -	53,248	11	11 Apr.	W. J. Andrew	Municipal Buildings, Coatbridge.
Pettinain - - -	271	5	15 „	J. Paterson -	Grange Hall, Thankerton, Lana shire.
*Rutherglen (including Burgh).	21,011	9	1885. 17 Apr.	A. & A. Macallan (*Joint Clerks.*)	Rutherglen, Glasgow.
Shettleston - -	22,065	9	1873. 6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - - -	10,297	7	3 Apr.	J. Hutton -	Shotts, Lanarkshire.
Springburn (including Barony).	11,354	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
†Stonehouse - -	3,665	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.
Symington - - -	388	5	19 „	J. L. Spence -	Symington, Biggar.
Walston - - -	283	5	29 „	D. H. Ash -	Schoolhouse, Walston, Biggar.
Wandell and Lamington	362	5	28 Mar.	D. S. Melville -	Schoolhouse, Lamington, Lana shire.
Wiston and Roberton	412	5	26 „	J. Jamieson -	37, Scotts Street, Annan.
[12.] LINLITHGOW.	*66,443*				
Abercorn - - -	866	5	5 June	R. Amos - -	Philpstoun, Linlithgowshire.
BATHGATE (Town) -	6,786	7	12 Apr.	J. Gardner -	Bathgate.
Bathgate (Landward)	7,218	7	1 „	W. Cæsar -	Bloomfield House, Bathgate.
‡Borrowstounness and Carriden.	11,473	9	18 Mar.	R. J. Jamieson & A. S. Jamieson (*Joint Clerks*).	Bo'ness, Linlithgowshire.
Dalmeny - - -	4,080	7	22 „	J. Gillespie -	The Bank, South Queensferry.

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* Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.

† Sandford Combination, *R. McCowan, Bank of Scotland, Strathaven, Lanarkshire.*

‡ United under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Governme (Scotland) Act, 1894. Date of first election of Borrowstounness was 18 Mar. and of Carriden 5 April

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LINLITHGOW—*cont.*			1873.		
Ecclesmachan	681	5	20 Mar.	G. West, Jun.	East Broadlaw, Ecclesmachan, Uphall, Linlithgowshire.
Kirkliston	3,904	7	6 June	W. O. Grieve	Kirkliston, Linlithgowshire.
*Linlithgow (including Burgh)	8,076	7	12 Apr.	J. Russell	Linlithgow.
Livingstone	2,764	5	4 „	W. Forsyth	Blackburn, Bathgate.
Torphichen	3,225	5	15 „	J. U. Gardner (*Int.*)	28, Mid Street, Bathgate.
Uphall	10,535	7	29 Mar.	R. C. Wilson	Cerinia Place, Broxburn, Linlithgowshire.
Whitburn	6,835	7	22 „	D. J. Mitchell	Parochial Board Office, Whitburn, Linlithgowshire.
[5.] NAIRN.	*8,721*				
Ardclach	772	5	16 Apr.	W. Murdoch	4, Bridge Street, Nairn.
Auldearn	1,292	5	7 May	A. J. Mackintosh.	Auldearn, Nairn.
Cawdor	925	5	2 Apr.	R. M. Lockie	Cawdor Estate Office, Nairn.
NAIRN (Burgh)	4,327	7	29 Mar.	H. T. Donaldson.	Nairn.
Nairn (Landward)	1,405	5	15 Apr.	A. Robertson	County Buildings, Nairn.
[30.] ORKNEY.	*28,699*				
†Cross and Burness (including North Ronaldshay).	1,451	7	10 Oct.‡	W. Muir (*Clerk to the combined Board*)	Templehall, Sanday, Kirkwall.
§Eday	643	5	19 Mar.	D. Sinclair	Sandhill, Eday, Kirkwall.
Evie and Rendall	1,084	5	9 Apr.	A. Mackay	Flaws, Evie, Kirkwall.
Firth and Stenness	1,270	5	21 Mar.	W. Sinclair	Finstown, Kirkwall.
Harray and Birsay	2,136	7	19 „	T. Brown	Hundland, Birsay, Stromness, Orkney.
Holm	818	5	8 Apr.	J. Sinclair, Jun.	Upper Breckquoy, Holm, Kirkwall.
Hoy and Graemsay	485	5	22 „	G. Ritch	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh)	3,711	7	7 Mar.	J. Begg	27, Bridge Street, Kirkwall.
Kirkwall (Landward) and St. Ola.	811	5	28 „	J. L. Low	Castle Street, Kirkwall.
†Lady	718	5	21 „	W. Muir	Templehall, Sanday, Kirkwall.
North Ronaldshay (part of Cross and Burness)	--	—	—	——	——

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* Linlithgow Burgh merged in Parish, under § 19, from and after election of 1900.

† School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for all school purposes under the Act.

‡ Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

§ Disjoined from Stronsay and Eday under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1873.		
Orphir - - -	877	5	7 Apr.	W. Inkster -	Quoyclerks, Orphir, Kirkwall.
Rousay and Egilshay -	829	5	8 „	J. G. Craigie -	Wasbister, Kirkwall.
St. Andrews & Deerness	1,479	5	16 „	W. P. Drever -	Kirkwall.
Sandwick - - -	939	5	19 Mar.	W. Smith -	Newark, Sandwick, Stromne Orkney.
Shapansey - - -	769	5	18 Feb.	W. Robertson -	Balfour, Kirkwall.
South Ronaldshay and Burray.	2,707	7	11 Apr.	R. Cromarty -	St. Margaret's Hope, Orkney.
Stromness - - -	3,180	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
*Stronsay - - -	1,184	5	19 „	R. Miller -	Coweshouse, Stronsay, Kirkwall.
Walls and Flotta -	1,357	7	25 „	R. Malcolmson	Longhope, Stromness, Orkney.
Westray and Papa Westray.	2,251	5	28 „	T. Hewison -	Meadowbank, Westray, Kirkwall
[14.] PEEBLES.	*15,034*				
Drumelzier - - -	194	5	19 Apr.	T. S. Glover -	Drumelzier, Biggar.
Eddleston - - -	535	5	29 Mar.	C. Gillespie -	Eddleston, Peeblesshire.
Innerleithen - -	3,627	7	29 „	W. W. Thomson	Bank of Scotland, Innerleit Peeblesshire.
Kilbucho, Broughton and Glenholm.	862	5	22 Apr.	D. Tudhope -	34, St. Andrew Square, Edinburg
Kirkurd - - -	293	5	14 May	J. Runciman -	Kirkurd, Dolphinton, Peeblesshi
Lyne - - - -	98	5	9 Apr.	W. Lyon -	Peebles.
Manor - - -	257	5	29 Mar.	W. Lyon -	Peebles.
Newlands - - -	564	5	3 May	W. Gordon -	Solicitor, Peebles.
Peebles (including Burgh).	5,810	7	19 Apr.	W. Lyon - -	Bank of Scotland, Peebles.
Skirling - - -	230	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo - - -	401	5	14 Mar.	A. Jervis -	The Schoolhouse, Stobo, Peebless
Traquair - - -	618	5	22 „	W. Stobie -	Innerleithen, Peeblesshire.
Tweedsmuir - -	435	5	1 Apr.	J. Yellowlees -	Tweedsmuir, Biggar.
West Linton - -	1,110	5	3 May	J. Sanderson -	West Linton, Peeblesshire.
[78.] PERTH.	*123,546*				
Aberdalgie - -	278	5	3 Apr.	Condie, Mackenzie & Co.	Perth.
Aberfoyle - - -	1,016	5	15 „	W. Houston -	Quarry Office, Aberfoyle, Perthshi
Abernethy - - -	1,276	5	19 Mar.	J. McKinlay -	Parish Council Office, Newburgh,

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* *See* § footnote on previous page.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Abernyte	241	5	15 Apr.	Rev. W. L. Milroy	Abernyte Manse, Inchture, Perthshire.
Alyth (including Town)	2,943	7	28 „	D. S. Kidd	6, Airlie Street, Alyth, Perthshire.
Amulree	366	5	27 Mar.	J. Fergusson	Bank of Scotland, Aberfeldy.
Ardoch	916	5	7 Apr.	W. M. Jeffray	Solicitor, Dunblane.
Arngask	593	5	17 „	J. Melville	Smiddyhill, Glenfarg, Perthshire.
Auchterarder (including Town).	3,159	7	10 „	J. Hill	Auchterarder.
*Auchtergaven	2,018	5	8 „	P. Brough	Bankfoot, Stanley, Perthshire.
Balquhidder	709	5	24 „	W. Thomson	Bank of Scotland, Callander, Perthshire.
Bendochy	473	5	29 Mar.	J. B. Miller	Blairgowrie.
Blackford	1,539	5	5 Apr.	J. Hill	Auchterarder.
Blair Athol	1,533	5	9 „	J. Campbell	Mill House, Blair Athol.
Blairgowrie (including Town).	4,282	7	15 Mar.	R. R. Black	Bank Street, Blairgowrie.
Callander	1,887	5	25 Mar.	W. Thomson	Callander, Perthshire.
Caputh	1,005	5	10 Apr.	W. D. Brydon	The Whirley, Dunkeld.
Cargill	1,411	5	25 Mar.	W. Duncan	Burrelton, Coupar Angus.
Clunie	561	5	28 Apr.	R. R. Black (*int.*)	Blairgowrie.
Collace	440	5	24 Mar.	J. Fergusson	Bandirran, Perth.
Comrie	2,022	5	16 Apr.	A. Macnaughton	Comrie, Perthshire.
Coupar Angus	2,468	7	29 Mar.	T. Saunders	Calton Street, Coupar Angus.
Crieff (including Town)	5,706	7	1 May	M. Finlayson	Crieff.
Dron	232	5	15 Mar.	Condie, Mackenzie and Co.	Perth.
Dull	2,269	5	14 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Dunbarney	909	5	22 Mar.	J. Paul	Murray Place, Bridge of Earn, Perthshire.
Dunblane and Lecropt	3,812	7	21 „	A. B. Barty	Glenacres, Dunblane.
Dunkeld and Dowally (School district comprising Dunkeld and Dowally).	1,201	5	1890. 12 July	R. McGillewie	Dunkeld.
Dunning	1,141	5	1873. 26 Mar.	W. Henderson, Jun.	Dunning, Perthshire.
Errol	2,070	7	6 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.

* Stanley Combination. *T. Marshall, The Store, Stanley, Perthshire.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Findo Gask	323	5	12 Apr.	W. Henderson	Haughend, Dunning, Perthshire.
Forgandenny	527	5	29 Mar.	J. S. MacKay	Horselea, Forgandenny, Perthshir
Forteviot	562	5	5 Apr.	G. Miller	Cairnie, Forteviot, Perth.
Fortingall	465	5	27 Mar.	C. W. Macdougall	Union Bank House, Aberfeldy.
Fowlis Wester	975	5	18 „	M. Finlayson	Crieff.
Gartmore	683	5	5 Apr.	H. D. McLellan	48, Barnton Street, Stirling.
Glendevon	147	5	26 „	W. N. Russell	The Schoolhouse, Glendevon, Doll Clackmannanshire.
Inchture	552	5	8 Mar.	L. Melville	61, Reform Street, Dundee.
Innerwick (Glenlyon)	312	5	14 „	D. P. Webster (*Interim*)	School House, Innerwick, Glenly Aberfeldy.
Kenmore	1,260	5	17 Apr.	C. Munro	Union Bank House, Aberfeldy.
Killin	1,423	5	16 „	P. Stewart, J.P.	Killin, Perthshire.
Kilmadock	2,705	7	28 Mar.	J. A. McLean	Doune, Perthshire.
Kilspindie	568	5	17 „	Condie, Mackenzie and Co.	Perth.
Kincardine	1,309	5	12 Apr.	W. H. Sands	Thornhill, Kippen Station, Stirlin shire.
Kinclaven	637	5	8 „	Rev. H. K. Reekie	Kinclaven Manse, Stanley, Per shire.
Kinfauns	611	5	5 Mar.	Condie, Mackenzie and Co.	Perth.
Kinloch-Rannoch	807	5	28 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Kinnaird	217	5	19 Mar.	Condie, Mackenzie and Co.	Perth.
Kinnoull	407	5	29 „	W. J. Wood	Royal Bank Buildings, Kinnoull Street, Perth.
Kirkmichael	671	5	26 Apr.	J. Mackenzie	Kirkmichael, Blairgowrie.
Lethendy and Kinloch	351	5	19 „	J. Arnott	Kinloch, Blairgowrie.
Little Dunkeld	1,952	5	20 Mar.	J. A. Harris	Birnam, Perthshire.
Logiealmond	567	5	3 Apr.	J. Stalker	Schoolhouse, Logiealmond, Perth.
Logierait	1,676	5	5 May	W. A. MacIntosh.	Logierait, Ballinluig, Perthshire.
Longforgan	1,886	5	26 Mar.	D. M. Boyd	Parish Council Office, Longforg Dundee.
Maderty	443	5	26 „	M. Finlayson	Crieff.
Meigle	959	5	5 Apr.	T. Morrison	Meigle.
Methven	1,699	5	4 Mar.	T. Robertson	Methven, Perth.
Moneydie	251	5	17 „	J. Gow	Schoolhouse, Moneydie, Perth.
Monzievaird & Strowan	518	5	5 Apr.	A. Hill	Monzievaird, Crieff,

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Moulin - - -	2,350	5	26 Apr.	H. Mitchell -	Pitlochry.
Muckart - - -	469	5	29 Mar.	D. M. Hall -	Muckart, Dollar, Clackmannanshire.
Muthill - - -	1,383	5	5 Apr.	M. Finlayson -	Crieff.
Persie - - - -	513	5	5 „	J. B. Miller -	Blairgowrie.
PERTH (Burgh) - -	32,873	9	5 „	P. Martin -	Tay Street, Perth.
Perth, East Parish (Landward).	308	5	21 May	R. Matheson -	British Linen Bank House, Perth.
Port of Monteith -	643	5	5 Apr.	P. Hay - -	Claymires, Bucklyvie, Stirlingshire.
Rattray - - -	2,462	7	12 „	J. B. Miller -	Blairgowrie.
Redgorton - - -	1,439	5	5 „	A. L. Smith -	Cambridge House, Stanley, Perthshire.
Rhynd - - -	183	5	29 Mar.	Condie, Mackenzie & Co.	Perth.
St. Madoes - - -	336	5	10 „	W. Goodall -	Union Bank of Scotland, Errol, Perthshire.
St. Martins - - -	850	5	5 Apr.	R. H. Miller -	69, George Street, Perth.
Scone - - - -	2,362	5	5 „	B. Mackenzie -	Stormont House, Scone, Perthshire.
Tenandry - - -	355	5	29 „	J. Marshall -	Tenandry, Pitlochry.
Tibbermore - -	1,943	5	15 „	R. Jack - -	Tibbermore, Perth.
Trinity Gask - -	381	5	23 „	M. Finlayson -	Crieff.
Trossachs - - -	351	5	29 Mar.	P. Buchanan -	Callander, Perthshire.
Weem - - - -	406	5	24 Apr.	J. Fergusson -	Bank of Scotland, Aberfeldy.
[22] RENFREW.	*293,192*				
*Cathcart - - -	28,358	9	12 Apr.	G. J. Cameron	104, West Regent Street, Glasgow.
Eaglesham - - -	1,075	5	25 Mar.	W. Browning -	Eaglesham, Glasgow.
Eastwood - - -	18,673	9	28 Feb.	R. Guy - -	120, WestRegent Street, Glasgow.
Erskine - - -	1,519	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
Gourock - - -	6,356	7	20 „	G. Dunlop -	9, Kempock Street, Gourock, Renfrewshire.
GREENOCK (Burgh) -	65,497	11	5 Apr.	A. F. Niven -	Municipal Buildings, Wallace Place, Greenock.
Greenock East Parish (Landward) (including Port Glasgow, Landward).	2,273	5	9 May	G. Murray -	2, Argyle Street, Greenock.
Greenock, West Parish (Landward).	295	5	8 „	W. McClure, Jun.	Mansion House, Greenock.
Houston and Killallan	2,041	5	22 Mar.	W. King -	142, West George Street, Glasgow.

* Busby Combination. *See* Carmunnock (Lanark).

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
Inchinnan - -	573	5	12 Apr.	J. C. Crawford	The Schoolhouse, Inchinnan, Renfr
Inverkip - - -	785	5	31 Mar.	G. Dunlop -	2, Church Place, Greenock.
Kilbarchan - -	7,226	7	5 Apr.	J. McN. Porteous.	Kilbarchan, Johnstone.
Kilmacolm - -	4,869	7	5 „	J. C. Huie -	Royal Bank, Kilmacolm, Renfr shire.
Levern - - -	3,021	5	29 Mar.	R. S. Stewart-	Barrhead, Glasgow.
Lochwinnoch - -	4,402	7	26 Apr.	W. Logan -	Lochwinnoch, Renfrewshire.
*Mearns - - -	3,409	7	24 Mar.	J. Wright -	Mearns, Glasgow.
Neilston - - -	13,716	9	3 May	Watson & Fife	Bank of Scotland, Barrhead, Glasg
PAISLEY (Burgh) -	79,363	13	23 Apr.	MacRobert and Hutchison.	6, St. James Place, Paisley.
Paisley (Landward) -	17,742	9	9 May	J. B. Stirling -	28, High Street, Johnstone.
PORT GLASGOW (Burgh)	16,857	9	25 Mar.	J. Hood - - J. H. Ross (*Deputy*).	Clydesdale Bank Buildings, Po Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock	—	—	—	——	——
RENFREW (Burgh) -	6,802	7	12 Apr.	T. Anderson -	Board Room, Blythswood Testimo School, Renfrew.
Renfrew (Landward) -	8,340	7	10 May	J. R. Parker -	1, Manse Street, Renfrew.
Skelmorlie - - -	*See un*	*der*	Ayr.		
[35.] ROSS AND CROMARTY.	*76,450*				
Alness - - -	956	5	24 Mar.	F. W. Macdonald.	Teaninich, Alness, Ross-shire.
Applecross - - -	1,615	5	13 May	D. Mackenzie (*Interim*).	Annat, Torridon, Achnasheen, S. Ross-shire.
Avoch - - -	1,852	5	7 „	R. J. Gillanders.	Fortrose, Ross-shire.
Barvas - - -	6,736	7	26 Mar.	J. MacDonald -	Stornoway.
Carnoch - - -	235	5	26 Apr.	W. Mackenzie	Dingwall.
Contin - - -	516	5	15 Mar.	G. Maclennan	Achnasoul, Muir of Ord, Ross-shir
Cromarty (including Burgh).	1,848	5	12 „	A. H. Mackenzie.	Cromarty.
Dingwall (including Burgh).	2,758	7	9 Apr.	A. Ross - -	Dingwall.
Edderton - - -	577	5	15 Sept.†	D. Ross - -	Oriel Cottage, Edderton, Ross-shir
Fearn - - - -	1,761	5	25 Mar.	A. Wallace -	Tullich, Fearn, Ross-shire.
Fodderty - - -	1,787	5	3 Apr.	C. Fraser -	Westpark Cottage, Strathpe Ross-shire.

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* Busby Combination. *See* Carmunnock (Lanark).

† Date of nomination by Board of Education. Election, which took place on the 21st March, decl void by Sheriff

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
oss AND CROMARTY —*cont.*			1873.		
rtrose (included in Rosemarkie).	—	—	—	——	——
irloch - - -	3,797	9	20 Mar.	W. B. McRae -	Poolewe, Ross-shire.
nshiel - - -	343	5	5 May	J. Mackintosh -	Fernfield, Nostie, Kyle.
llearnan - - -	933	5	19 Apr.	G. Maclennan -	Achnasoul, Muir of Ord, Ross-shire.
muir Easter -	985	5	27 Mar.	D. Chisholm -	Lonevine, Delny, Ross-shire.
ltearn - -	1,258	5	11 Apr.	G. S. M. Mackintosh -	Dingwall.
ncardine - -	1,265	7	8 "	J. M. Ross -	Ardgay.
nloch-Luichart -	589	5	8 "	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
intail - - -	491	5	14 "	J. T. MacRae -	Inverinate, Kyle.
nockbain - -	1,504	5	2 "	D. Stuart -	Balnakyle, Munlochy, Ross-shire.
chalsh - - -	1,830	5	12 "	C. McRae -	14, Bank Street, Plockton, Ross-shire.
chbroom - - -	3,207	9	22 "	D. S. Ross -	Ullapool, Ross-shire.
chcarron - -	1,442	5	15 "	A. Campbell -	Lochcarron, Ross-shire.
ochs - - - -	4,733	7	28 Mar.	J. MacDonald -	Stornoway.
ogie Easter - -	819	5	14 Apr.	M. Macrae -	Kildary, S.O., Ross-shire.
igg - - - -	892	5	12 "	S. J. D. Fraser	Ballindrum, Fearn, Ross-shire.
esolis - - -	1,036	5	14 Mar.	E. Scott - -	Newmills Cottage, Resolis, Invergordon.
osemarkie (including Fortrose).	1,465	5	7 Apr.	J. Henderson -	Fortrose, Ross-shire.
skeen - - -	3,460	7	26 Mar.	W. George -	High Street, Invergordon, Ross-shire.
ornoway (including Town).	12,983	7	3 Apr.	W. J. Clarke -	County Buildings, Stornoway.
ain (including Burgh)	2,756	7	10 "	J. Munro -	6, King Street, Tain.
arbat - - -	1,358	5	20 May	H. Thomson -	Portmahomack, Ross-shire.
ig - - - -	4,497	7	31 Mar.	J. MacDonald -	Stornoway.
rquhart and Logie Wester.	2,102	7	13 "	A. MacDonald	Conon Bridge, Ross-shire.
rray - - -	2,064	5	26 Apr.	D. Maclean -	Fairburn Muir, Muir of Ord, Ross-shire.
[32] *ROXBURGH.*	*48,500*				
ncrum - - -	973	5	5 Apr.	T. Kennedy -	Ancrum, Roxburghshire.
edrule . - -	206	5	22 Mar.	Rev. J. Stevenson -	The Manse, Bedrule, Jedburgh.
owden - - -	660	5	20 "	R. Dunn	Melrose.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROXBURGH—*cont.*					
Castleton	1,872	5	1873. 15 Apr.	J. Barrie	Hawick.
Cavers	1,250	7	1876. 22 Apr.	J. Conn	Royal Bank Buildings, Hawick
Crailing	501	5	1873. 7 Apr.	G. Fargie	Kelso.
Eckford	707	5	24 Mar.	A. W. Main	Kelso.
Edgerston	262	5	11 Apr.	S. Hilson	County Buildings, Jedburgh
Ednam	523	5	22 Mar.	D. Pringle	Ednam, Kelso.
HAWICK (Burgh)	17,303	9	8 Apr.	J. Oliver	Hawick.
Hawick (Landward)	1,199	5	10 „	J. Barrie	77, High Street, Hawick.
Hobkirk	552	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, H
Hownam	192	5	22 Mar.	J. Cuthbert	Hownam, Kelso.
JEDBURGH (Burgh)	3,136	7	27 „	J. McDougall	The Nest, Jedburgh.
Jedburgh (Landward)	1,182	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso	4,525	7	15 Mar.	T. D. C. Smith	66, Woodmarket, Kelso.
Lilliesleaf	592	5	12 Apr.	Rev. G. Minto	Lilliesleaf, Roxburghshire.
Linton	405	5	5 „	J. Cook	The Schoolhouse, Linton, Kelso
Makerstoun	337	5	17 „	J. Porteous	Coldstream.
Maxton	411	5	3	T. Lawrie	St. Boswells, Newtown St. Bos
Melrose	4,707	7	12 „	T. T. Muir	Melrose.
Minto	427	5	19 „	A. Haddon	7, Tower Knowe, Hawick.
Morebattle	779	5	22 Mar.	H. Peattie	Hillbank House, Bowmont S Kelso.
Oxnam	624	5	9 Apr.	J. D. Little	Oxnam, Jedburgh.
Roberton	397	5	28 Mar.	J. Wilson	Roberton, Hawick.
Roxburgh	835	5	11 „	A. W. Main	Kelso.
St. Boswells	940	5	22 ,	T. Lawrie	St. Boswells, Newtown St. Bos
Smailholm	341	5	27 „	J. Brown	Smailholm, Kelso.
Southdean	530	5	3 May	G. A. Russell	Glendouglas, Jedburgh.
Sprouston	911	5	18 Mar.	H. Peattie	32, Woodmarket, Kelso.
Teviothead	419	5	22 Apr.	R. Purdom	Hawick.
Yetholm	802	5	5	T. M. Beveridge	24, Woodmarket, Kelso.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
] SELKIRK.	*23,388*		1873.		
kirk - - -	404	5	15 Sept.*	M. McCall -	British Linen Co. Bank, Hawick.
lonfoot - -	695	5	30 Apr.	P. J. Carruthers	Stow, Midlothian.
ick - - -	331	5	10 May	A. A. Gardner	Dundas Cottage, Ettrick, Selkirk.
ASHIELS (Burgh) -	13,615	9	22 Mar.	G. D. Cramond	Bridge Street, Galashiels.
shiels (Landward)	354	5	29 ,,	W. Little -	Galashiels.
khope - - -	399	5	15 Apr.	J. Macaulay -	Selkirk.
KIRK (Burgh) -	5,486	7	22 Mar.	C. Alexander -	Selkirk.
irk (Landward) -	1,604	5	2 Apr.	J. Macaulay -	Selkirk.
ow - -	500	5	10 ,,	C. Alexander -	Selkirk.
] SHETLAND.	*28,166*				
ay - - -	686	5	22 Apr.	R. D. Ganson -	Lerwick.
ing - - -	1,389	5	15 ,,	C. R. Hughson	Firth, Mossbank, Lerwick.
rossness - -	3,638	7	28 Mar.	J. Jarmson -	Sandwick, Lerwick.
ar - - -	347	7	1 May	J. Hughson -	Hubie, Fetlar, Lerwick.
wick - - -	6,519	9	15 Apr.	R. D. Ganson -	Lerwick.
ing, Lunnasting, halsay, and Skeres.	2,480	7	23 ,,	G. G. Irvine -	Symbister, Whalsay, Lerwick.
hmavine - -	2,014	7	26 Mar.	C. A. A. Harrison	Swarthoul, Hillswick, Lerwick.
sting and Aithing.	2,396	7	18 Apr.	P. Thomson -	Garderhouse, Lerwick.
wall, Whiteness, d Weisdale.	2,273	7	9 May	R. Inkster -	Scalloway, Shetland.
- - - -	1,946	7	9 ,,	A. L. Williamson.	Millbrae, Baltasound, Lerwick.
ls, Sandness, Papa, d Foula.	1,995	7	9 ,,	J. Georgeson -	Voe House, Walls, Shetland.
- - - -	2,483	7	6 ,,	J. N. Barclay -	Mid Yell, Lerwick.
] STIRLING.	*141,948*				
h - - - -	1,360	5	21 Apr.	W. Stevenson -	2, Bank Street, Falkirk.
lernock - -	582	5	5 ,,	J. M. Roy -	Broomlands, Balmore, Torrance, Glasgow.
fron - - -	1,092	5	8 Mar.	J. Henry -	Balfron, Glasgow.
an - - -	487	5	20 Apr.	W. Macpherson	Stirling Road, Drymen, Glasgow.
ie - - -	5,424	7	10 ,,	J. H. Wyllie -	Capieston House, Lennoxtown, Glasgow.

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ate of nomination by Board of Education, no election having taken place. Date originally fixed, March.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*					
Denny	8,268	7	1873. 7 Apr.	J. S. Davidson	Bank of Scotland, Denny.
*Drymen	1,121	5	22 Mar.	T. Peden	Drymen, Glasgow.
Dunipace	2,050	5	3 May	W. Hendry	Dunipace, Denny.
†FALKIRK (Burgh)	29,284	9	29 Mar.	T. Gibson	Falkirk.
Falkirk (Landward)	7,270	7	12 Apr.	B. Watson	Falkirk.
Fintry	314	5	19 Mar.	G. May	Fintry, Stirlingshire.
Gargunnock	633	5	18 ,,	R. Whyte	4, King Street, Stirling.
Grangemouth (including Bothkennar, Polmont, and part of Falkirk).	17,463	9	1900. 19 May	J. B. White	Grangemouth.
Killearn	929	5	1873. 29 Mar.	J. W. Thomson	Post Office, Killearn, Glasgow.
KILSYTH (Town)	7,471	7	7 Apr.	D. Stark	Burnbank Cottage, Kilsyth, Glasg
Kilsyth (Landward)	2,369	5	2 May	W. M. Lennox	Town Clerk's Office, Kilsy Glasgow.
Kippen	1,456	5	29 Mar.	P. Hay	Claymires, Bucklyvie, Stirlingshi
Larbert	11,684	7	19 Apr.	R. Taylor	46, Barnton Place, Stirling.
Logie	4,432	7	15 Mar.	R. A. Hill	Bridge of Allan.
Muiravonside	5,332	7	29 ,,	A. Hunter	National Bank Buildings, Falkirk
St. Ninian's	8,152	7	29 ,,	J. Dobbie	Port Street, Stirling.
Slamannan	5,286	7	10 ,,	J. C. Allan	New Market Street, Falkirk.
‡STIRLING (Burgh)	18,609	9	8 ,,	J. Brown	10, Barnton Street, Stirling.
Strathblane	880	5	25 Apr.	J. Henry	Balfron, Glasgow.
[13.] SUTHERLAND.	*21,440*				
Assynt	2,386	7	5 May	J. Gordon	Lochinver, Lairg.
Clyne	1,724	5	21 Mar.	A. Macleod	Badnellan, Brora, Sutherlandshire
Creich	1,836	7	1 May	D. Shaw	Bonar Bridge, Ardgay.
Dornoch (including Burgh).	2,794	7	17 Apr.	A. Innes	Dornoch, Sutherlandshire.
Durness	870	5	13 May	C. Mackenzie	Durine, Durness, Lairg.
Eddrachillis	1,418	5	8 ,,	C. Cowie	Scourie, Lairg.
Farr	2,557	7	25 Apr.	H. Gunn	Baligill, Melvich, Thurso.
Golspie	1,665	5	20 Mar.	D. Peters	County Buildings, Dornoch, Suth landshire.

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* Finnich Combination.—*J. Henry, Balfron, Glasgow.*

† School Board District extended by Order of Department, under § 30 of the Education (Scotland Act, 1878, to include the part of the parish of Falkirk annexed to the Burgh in terms of the Falkirk Burgh Extension Act, 1900.

‡ Including Stirling (Landward), now abolished as a separate school district.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
UTHERLAND—*cont.*			1873.		
ldonan	1,772	5	31 Mar.	A. Argo	Golspie.
irg	1,081	5	27 ,,	A. Gray	Culmallie, Lairg.
th	449	5	29 ,,	J. J. Hill	Helmsdale, Sutherlandshire.
gart	1,105	5	25 June	A. N. Macaulay	Solicitor, Golspie.
ngue	1,783	5	28 Apr.	W. Morrison	Borgie, Bettyhill, Thurso.
[18.] WIGTOWN.	*32,557*				
sserton	887	5	15 May	J. J. Colquhoun	Whithorn, Wigtownshire.
ch	1,987	7	29 Mar.	A. McC. Parker	Stranraer.
rkcolm	1,360	5	27 ,,	J. Reid	Kirkcolm, Stranraer.
rkcowan	1,153	5	20 May	J. Millar	Kirkcowan, Wigtownshire.
rkinner	1,255	5	31 ,,	J. Christison	Barglass, Kirkinner, Wigtownshire.
rkmaiden	1,943	7	5 Apr.	P. M. Rodie	Windmill, Logan, Stranraer.
swalt	1,002	5	3 May	A. Aitken	Stranraer.
ochrum	1,958	5	28 ,,	J. J. Dunlop	Port William, Wigtownshire.
ew Luce	557	5	27 Mar.	C. Kenmuir	Commercial Hotel, Newluce, Gle luce, Wigtownshire.
d Luce or Glenluce	2,157	7	27 ,,	J. Cullen, Jun.	Glenluce, Wigtownshire.
enninghame	3,228	7	4 Apr.	R. Carson	Newton Stewart.
rtpatrick	1,048	5	22 Mar.	J. Brownlee	Harbour Square, Portpatrick, Wi townshire.
eachan	211	5	7 June	J. M. Adair	North Strand Street, Stranraer.
rbie	1,373	5	21 May	J. Fingland	Garlieston, Wigtownshire.
oneykirk	2,420	7	4 Mar.	J. McCaig	High Mye, Stoneykirk, Wigtow shire.
RANRAER (*Burgh*)	6,036	7	25 ,,	A. S. Carnochan	Prince's Street, Stranraer.
hithorn	2,235	7	20 May	J. J. Colquhoun	Whithorn, Wigtownshire.
town	1,747	5	19 ,,	J. Clark	Wigtown.

INDEX TO LIST OF SCHOOL BOARDS.

Parish or Burgh.	County.
Abbey St. Bathan's	Berwick.
Abbotshall	Fife.
See Kirkcaldy.	
Abdie	"
Abercorn	Linlithgow.
Aberdalgie	Perth.
Aberdeen (Burgh)	Aberdeen.
Aberdour	"
Aberdour	Fife.
Aberfoyle	Perth.
Aberlady	Haddington.
Aberlemno	Forfar.
Aberlour	Banff.
Abernethy	Perth.
Abernethy and Kincardine.	Inverness.
Abernyte	Perth.
Abertarff	Inverness.
See Boleskine and Abertarff.	
Aboyne and Glentanner.	Aberdeen.
Acharacle	Argyll.
Airdrie (Burgh)	Lanark.
Airlie	Forfar.
Airth	Stirling.
Aithsting	Shetland.
See Sandsting and Aithsting.	
Alford	Aberdeen.
Alloa (Town)	Clackmannan.
Alloa (Landward)	"
Alloway	Ayr.
Alness	Ross.
Alva	Clackmannan.
Alvah	Banff.
Alves	Elgin.
Alvie	Inverness.
Alyth	Perth.
Amulree	"
Ancrum	Roxburgh.
Annan	Dumfries.
Anstruther Easter	Fife.
Anstruther Wester	"
Anwoth	Kirkcudbright.
Applecross	Ross.
Applegarth and Sibbaldbie	Dumfries.
Appin	Argyll.
See Lismore and Appin.	
Arbirlot	Forfar.
Arbroath (Burgh)	"
Arbroath and St. Vigeans (Landward).	"
Arbuthnott	Kincardine.
Ardallie	Aberdeen.
Ardchattan and Muckairn.	Argyll.
Ardclach	Nairn.
Ardersier	Inverness.
Ardgour	Argyll.
Ardnamurchan	"
Ardoch	Perth.
Ardrossan	Ayr.
Arisaig and Moidart	Inverness.
Arngask	Perth.
Arrochar	Dumbarton.
Ashkirk	Selkirk.
Assynt	Sutherland.
Athelstaneford	Haddington.
Auchindoir and Kearn.	Aberdeen.
Auchinleck	Ayr.
Auchterarder	Perth.
Auchterderran	Fife.
Auchtergaven	Perth.
Auchterhouse	Forfar.
Auchterless	Aberdeen.
Auchtermuchty	Fife.
Auchtertool	"
Auldearn	Nairn.
Avoch	Ross.
Avondale	Lanark.
Ayr (Burgh)	Ayr.
Ayr (Landward)	"
Ayton	Berwick.
Baldernock	Stirling.
Balfron	"
Ballantrae	Ayr.
Ballingry	Fife.
Balmaclellan	Kirkcudbright.
Balmaghie	"
Balmerino	Fife
Balquhidder	Perth.
Banchory-Devenick	Kincardine.
Banchory-Ternan	"
Banff (Burgh)	Banff.
Banff (Landward)	"
Bargrennan	Kirkcudbright.
Barony	Lanark.
See Springburn.	
Barr	Ayr.
Barra	Inverness.
Barry	Forfar.
Barvas	Ross.
Bathgate (Town)	Linlithgow.
Bathgate (Landward).	"
Beath	Fife.
Bedrule	Roxburgh.
Beith	Ayr.
Belhelvie	Aberdeen.
Bellie	Elgin.
Bendochy	Perth.
Benholm	Kincardine.
Benvie	Forfar.
See Liff, &c.	
Bervie	Kincardine.
Biggar	Lanark.
Birnie	Elgin.
Birsay	Orkney.
See Harray and Birsay.	
Birse	Aberdeen.
Blackford	Perth.
Blair Athol	"
Blairgowrie	"
Blairingone	Kinross.
Blantyre	Lanark.
Boharm	Banff.
Boleskine and Abertarff.	Inverness.
Bolton	Haddington.
Bonhill	Dumbarton.
Borgue	Kirkcudbright.
Borrowstounness	Linlithgow.
Borthwick	Edinburgh.
Bothwell	Lanark.
Botriphnie	Banff.
Bourtie	Aberdeen.
Bowden	Roxburgh.
Bower	Caithness.
Boyndie	Banff.
Bracadale	Inverness.
Braemar	Aberdeen.
See Crathie and Braemar.	
Brechin (Burgh)	Forfar.
Brechin (Landward)	"
Bressay	Shetland.
Broughton	Peebles.
See Kilbucho, Broughton and Glenholm.	
Broughty Ferry (Town).	Forfar.
Brydekirk	Dumfries.
Buchanan	Stirling.
Buckie	Banff.
See Rathven.	
Buittle	Kirkcudbright.
Bunkle and Preston	Berwick.
Burness	Orkney.
See Cross and Burness.	
Burntisland (Burgh)	Fife.
Burntisland (Landward).	"
Burray	Orkney.
See South Ronaldshay and Burray.	
Cabrach	Banff.
Cadder	Lanark.
Caddonfoot	Selkirk.
Caerlaverock	Dumfries.
Cairney	Aberdeen.
Calderhead	Lanark.
Callander	Perth.
Cambuslang	Lanark.
Cambusnethan	"
Cameron	Fife.
Campbeltown (Burgh)	Argyll.
Campbeltown (Landward).	"
Campsie	Stirling.
Canisbay	Caithness
Canonbie	Dumfries.
Caputh	Perth.
Cardross	Dumbarton.
Careston	Forfar.
Cargill	Perth.
Carluke	Lanark.
Carmichael	"
Carmunnock	"
Carmyllie	Forfar.
Carnbee	Fife.
Carnoch	Ross.
Carnock	Fife.
Carnwath	Lanark.
Carriden	Linlithgow.
See Bo'ness.	
Carrington	Edinburgh.
Carsphairn	Kirkcudbright.
Carstairs	Lanark.
Castleton	Roxburgh.
Cathcart	Renfrew.
Catterline	Kincardine.
See Kinneff and Catterline	
Cavers and Kirkton	Roxburgh.
Cawdor	Nairn.
Ceres	Fife.
Channelkirk	Berwick.
Chapel of Garioch	Aberdeen.
Chirnside	Berwick.
Clackmannan	Clackmannan.
Clarkston	Lanark.
Clatt	Aberdeen.
Cleish	Kinross.
Closeburn	Dumfries.
Clova	Forfar.
See Cortachy and Clova.	
Clunie	Perth.
Cluny	Aberdeen.

Parish or Burgh.	County.
Clyne	Sutherland.
Cockburnspath	Borwick.
Cockpen	Edinburgh.
Coldingham	Berwick.
Coldstream	"
Colinton	Edinburgh.
Coll	Argyll.
Collace	Perth.
Collessie	Fife.
Colmonell	Ayr.
Colonsay and Oronsay.	Argyll.
Colvend and Southwick.	Kirkcudbright.
Comrie	Perth.
Contin	Ross.
Corrie	Dumfries.
See Hutton and Corrie.	
Corsock	Kirkcudbright.
Corstorphine	Edinburgh.
Cortachy and Clova	Forfar.
Coull	Aberdeen.
Coupar Angus	Perth.
Covington and Thankerton.	Lanark.
Coylton	Ayr.
Craig	Forfar.
Craigie	Ayr.
Craignish	Argyll.
Crail	Fife.
Crailing	Roxburgh.
Cramond	Edinburgh.
Cranshaws	Berwick.
Cranston	Edinburgh.
Crathie and Braemar	Aberdeen.
Crawford	Lanark.
Crawfordjohn	"
Creich	Fife.
Creich	Sutherland.
Crichton	Edinburgh.
Crieff	Perth.
Crimond	Aberdeen.
Cromarty	Ross.
Cromdale	Elgin.
Cross and Burness	Orkney.
Crosshill	Ayr.
Crossmichael	Kirkcudbright.
Croy and Dalcross	Inverness.
Cruden	Aberdeen.
Cullen	Banff.
Culross	Fife.
Culsalmond	Aberdeen.
Culter	Lanark.
Cults	Fife.
Cumbernauld	Dumbarton.
Cumbrae	Bute.
Cumlodden	Argyll.
Cummertrees	Dumfries.
Cupar (Burgh)	Fife.
Cupar (Landward)	"
Currie	Edinburgh.
Dailly	Ayr.
Dairsie	Fife.
Dalarossie	Inverness.
See Moy and Dalarossie.	
Dalavich	Argyll.
See Kilchrenan and Dalavich.	
Dalcross	Inverness.
See Croy and Dalcross.	
Dalgety	Fife.
Dalkeith (Town)	Edinburgh.
Dalkeith (Landward)	"
Dallas	Elgin.
Dalmellington	Ayr.
Dalmeny	Linlithgow.
Dalry	Ayr.
Dalry	Kirkcudbright.
Dalrymple	Ayr.
Dalserf	Lanark.
Dalton	Dumfries.
Dalziel	Lanark.
Daviot	Aberdeen.
Daviot and Dunlichty.	Inverness.
Deerness	Orkney.
See St. Andrew's and Deerness.	
Delting	Shetland.
Denny	Stirling.
Deskford	Banff.
Dingwall	Ross.
Dirleton	Haddington
Dollar	Clackmannan.
Dolphinton	Lanark.
Dores	Inverness.
Dornoch	Sutherland.
Dornock	Dumfries.
Douglas	Lanark.
Douglas Water	Lanark.
Dowally	Perth.
See Dunkeld and Dowally.	
Drainie	Elgin.
Dreghorn	Ayr.
Dron	Perth.
Drumblade	Aberdeen.
Drumelzier	Peebles.
Drumoak	Aberdeen.
Dryfesdale	Dumfries.
Drymen	Stirling.
Duddingston (Landward).	Edinburgh.
See Edinburgh.	
Duffus	Elgin.
Duirinish	Inverness.
Dull	Perth.
Dumbarton (Burgh)	Dumbarton.
Dumbarton (Landward).	"
Dumfries (Burgh)	Dumfries.
Dumfries (Landward).	"
Dun	Forfar.
Dunbar (Burgh)	Haddington.
Dunbar (Landward)	"
Dunbarney	Perth.
Dunblane & Lecropt	"
Dunbog	Fife.
Dundee (Burgh)	Forfar.
Dundee (Landward)	"
Dundonald	Ayr.
Dunfermline (Burgh).	Fife.
Dunfermline (Landward).	"
Dunino	"
Dunipace	Stirling.
Dunkeld and Dowally.	Perth.
Dunlichty	Inverness.
See Daviot and Dunlichty.	
Dunlop	Ayr.
Dunnet	Caithness.
Dunnichen	Forfar.
Dunning	Perth.
Dunnottar	Kincardine.
Dunoon and Kilmun	Argyll.
Dunrossness	Shetland.
Dunscore	Dumfries.
Duns	Berwick.
Dunsyre	Lanark.
Durisdeer	Dumfries.
Durness	Sutherland.
Durris	Kincardine.
Duthill and Rothiemurchus.	Inverness.
Dyce	Aberdeen.
Dyke	Elgin.
Dysart (Burgh)	Fife.
Dysart (Landward)	Fife.
See Kirkcaldy and Dysart (Landward).	
Eaglesham	Renfrew.
Earlston	Berwick.
Eassie and Nevay	Forfar.
East Calder	Edinburgh.
See Kirknewton and East Calder.	
East Kilbride	Lanark.
Eastwood	Renfrew.
Eccles	Berwick.
Ecclesmachan	Linlithgow.
Echt	Aberdeen.
Eckford	Roxburgh.
Eday	Orkney.
Edderton	Ross.
Eddleston	Peebles.
Eddrachillis	Sutherland.
Edgerston	Roxburgh.
Edinburgh (City)	Edinburgh.
Edinkillie	Elgin.
Ednam	Roxburgh.
Edrom	Berwick.
Edzell	Forfar.
Egilshay	Orkney.
See Rousay and Egilshay.	
Elgin (Burgh)	Elgin.
Elgin (Landward)	"
Elie	Fife.
Ellon	Aberdeen.
Enzie	Banff.
Errol	Perth.
Erskine	Renfrew.
Eskdalemuir	Dumfries.
Ettrick	Selkirk.
Evie and Rendall	Orkney.
Ewes	Dumfries.
Eyemouth	Berwick.
Fala and Soutra	Edinburgh.
Falkirk (Burgh)	Stirling.
Falkirk (Landward).	"
Falkland	Fife.
Farnell	Forfar.
Farr	Sutherland.
Fearn	Ross.
Fenwick	Ayr.
Fern	Forfar.
Ferry-port-on-Craig	Fife.
Fetlar	Shetland.
Fettercairn	Kincardine.
Fetteresso and Rickarton	"
Findo Gask	Perth.
Fintray	Aberdeen.
Fintry	Stirling.
Firth and Stenness	Orkney.
Flisk	Fife.
Flotta	Orkney
See Walls and Flotta.	
Fodderty	Ross.
Fogo	Berwick.
Forbes	Aberdeen.
See Tullynessle and Forbes.	
Fordoun	Kincardine.
Fordyce	Banff.
Forfar (Burgh)	Forfar.
Forfar (Landward)	"
Forgan	Fife.
Forgandenny	Perth.
Forglen	Banff.
Forgue	Aberdeen.
Forres (Burgh)	Elgin.
Forres (Landward)	"
Forteviot	Perth.
Fortingall	"
Fortrose	Ross.
See Rosemarkie.	
Fossoway and Tulliebole.	Kinross.

Parish or Burgh.	County.
Foula	Shetland.
See Walls, &c.	
Foulden	Berwick.
Foveran	Aberdeen.
Fowlis Easter	Forfar.
Fowlis Wester	Perth.
Fraserburgh	Aberdeen.
Friockheim	Forfar.
Fyvie	Aberdeen.
Gairloch	Ross.
Galashiels (Burgh)	Selkirk.
Galashiels (Landward)	"
Galston	Ayr.
Gamrie	Banff.
Gargunnock	Stirling.
Gartly	Aberdeen.
Gartmore	Perth.
Garvald	Haddington.
Garvock	Kincardine.
Gigha and Cara	Argyll.
Girthon	Kirkcudbright.
Girvan (Town)	Ayr.
Girvan (Landward)	"
Gladsmuir	Haddington.
Glamis	Forfar.
Glasgow (Burgh)	Lanark.
Glass	Aberdeen.
Glassary	Argyll.
Glasserton	Wigtown.
Glassford	Lanark.
Glenaray	Argyll.
Glenbervie	Kincardine.
Glenbucket	Aberdeen.
Glencairn	Dumfries.
Glencorse	Edinburgh.
Glendevon	Perth.
Glenelg	Inverness.
Glengairn	Aberdeen.
Glengarry	Inverness.
Glenholm	Peebles.
See Kilbucho, Broughton and Glenholm.	
Glenisla	Forfar.
Glenluce	Wigtown.
See Old Luce.	
Glenmoriston	Inverness.
See Urquhart and Glenmoriston.	
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes	Banff.
Glenshiel	Ross.
Glentanner	Aberdeen.
See Aboyne and Glentanner.	
Golspie	Sutherland.
Gordon	Berwick.
Gourock	Renfrew.
Govan	Lanark.
Graemsay	Orkney.
See Hoy and Graemsay.	
Grange	Banff.
Grangemouth	Stirling.
Greenlaw	Berwick.
Greenock (Burgh)	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitnoy	Dumfries.
Guthrie	Forfar.
Haddington (Burgh)	Haddington.
Haddington (Landward).	Haddington.
Halfmorton	Dumfries.
Halkirk	Caithness.
Hamilton (Burgh)	Lanark.
Hamilton (Landward).	"
Harray and Birsay	Orkney.
Harris	Inverness.
Hawick (Burgh)	Roxburgh.
Hawick (Landward)	"
Heriot	Edinburgh.
Hobkirk	Roxburgh.
Hoddam	Dumfries.
Holm	Orkney.
Holywood	Dumfries.
Houston and Killallan.	Renfrew.
Hownam	Roxburgh.
Hoy and Graemsay	Orkney.
Humbie	Haddington.
Hume and Stichill	Berwick.
Huntly	Aberdeen.
Hutton	Berwick.
Hutton and Corrie	Dumfries.
Inch	Wigtown.
Inchinnan	Renfrew.
Inchture	Perth.
Inishail	Argyll.
See Glenorchy and Inishail.	
Innerleithen	Peebles.
Innerwick	Haddington.
Innerwick(Glenlyon)	Perth.
Insch	Aberdeen.
Insh	Inverness.
Inveraray (Burgh)	Argyll.
See Glenaray.	
Inverarity	Forfar.
Inveravon	Banff.
Inverchaolain	Argyll.
Inveresk (Landward)	Edinburgh.
Invergowrie	Forfar.
See Liff, &c.	
Inverkeilor	"
Inverkeithing	Fife.
Inverkeithny	Banff.
Inverkip	Renfrew.
Inverness (Burgh)	Inverness.
Inverness (Landward).	"
Inverurie	Aberdeen.
Irongray	Kirkcudbright.
Irvine (Burgh)	Ayr.
Irvine (Landward)	"
Jedburgh (Burgh)	Roxburgh.
Jedburgh (Landward).	"
Johnstone	Dumfries.
Jura	Argyll.
Kearn	Aberdeen.
See Auchindoir and Kearn.	
Keig	"
Keir	Dumfries.
Keiss	Caithness.
Keith	Banff.
Keithhall and Kinkell.	Aberdeen.
Kells	Kirkcudbright.
Kelso	Roxburgh.
Kelton	Kirkcudbright.
Kemback	Fife.
Kemnay	Aberdeen.
Kenmore	Perth.
Kennethmont	Aberdeen.
Kennoway	Fife.
Kettins	Forfar.
Kettle	Fife.
Kilbarchan	Renfrew.
Kilbirnie	Ayr.
Kilbrandon and Kilchattan	Argyll.
Kilbride	"
See Kilmore and Kilbride.	
Kilbride	Bute.
Kilbucho, Broughton and Glenholm	Peebles.
Kilcalmonell	Argyll.
Kilchattan	"
See Kilbrandon and Kilchattan.	
Kilchenzie	"
See Killean and Kilchenzie.	
Kilchoman	"
Kilchrenan and Dalavich.	"
Kilconquhar	Fife.
Kildalton	Argyll.
Kildonan	Sutherland,
Kildrummy	Aberdeen.
Kilfinan	Argyll.
Kilfinichen and Kilvickeon.	"
Killallan	Renfrew.
See Houston and Killallan.	
Killarrow and Kilmeny.	Argyll.
Killean and Kilchenzie.	"
Killearn	Stirling.
Killearnan	Ross.
Killin	Perth.
Kilmadock	"
Kilmacolm	Renfrew.
Kilmallie	Inverness.
Kilmany	Fife.
Kilmarnock (Burgh)	Ayr.
Kilmarnock (Landward).	"
Kilmaronock	Dumbarton.
Kilmartin	Argyll.
Kilmaurs	Ayr.
Kilmelford	Argyll.
See Kilninver and Kilmelford.	
Kilmeny	"
See Killarrow and Kilmeny.	
Kilmodan	"
Kilmonivaig	Inverness.
Kilmorack	"
Kilmorich	Argyll.
See Lochgoilhead and Kilmorich.	
Kilmore and Kilbride.	"
Kilmore	"
See Kilninian and Kilmore.	
Kilmory	Bute.
Kilmuir	Inverness.
Kilmuir Easter	Ross.
Kilmun	Argyll.
See Dunoon and Kilmun.	
Kilninian and Kilmore.	"
Kilninver and Kilmelford.	"
Kilrenny	Fife.
Kilspindie	Perth.
Kilsyth (Town)	Stirling.
Kilsyth (Landward)	"
Kiltarlity	Inverness
Kiltearn	Ross.

Parish or Burgh.	County.
Kilvickeon *See Kilfinichen and Kilvickeon.*	Argyll.
Kilwinning	Ayr.
Kincardine *See Abernethy and Kincardine.*	Inverness.
Kincardine	Perth.
Kincardine	Ross.
Kincardine O'Neil	Aberdeen.
Kinclaven	Perth.
Kinfauns	„
Kingarth	Bute.
King Edward	Aberdeen.
Kinghorn	Fife.
Kinglassie	„
Kingoldrum	Forfar.
Kingsbarns	Fife.
Kingussie	Inverness.
Kinnmonth	Aberdeen.
Kinkell *See Keithhall and Kinkell.*	„
Kinloch *See Lethendy and Kinloch.*	Perth.
Kinloch-Luichart	Ross.
Kinloch-Rannoch	Perth.
Kinloss	Elgin.
Kinnaird	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell	Forfar
Kinnellar	Aberdeen.
Kinnettles	Forfar.
Kinnoull	Perth.
Kinross	Kinross.
Kintail	Ross.
Kintore	Aberdeen.
Kippen	Stirling.
Kirkbean	Kirkcudbright.
Kirkcaldy (Burgh)	Fife.
Kirkcaldy and Dysart (Landward).	„
Kirkcolm	Wigtown.
Kirkconnel	Dumfries.
Kirkcowan	Wigtown.
Kirkcudbright	Kirkcudbright.
Kirkden	Forfar.
Kirkgunzeon	Kirkcudbright.
Kirkhill	Inverness.
Kirkhope	Selkirk.
Kirkinner	Wigtown.
Kirkintilloch (Town)	Dumbarton.
Kirkintilloch (Landward).	„
Kirkliston	Linlithgow.
Kirkmabreck	Kirkcudbright.
Kirkmahoe	Dumfries.
Kirkmaiden	Wigtown.
Kirkmichael	Ayr.
Kirkmichael	Banff.
Kirkmichael	Dumfries.
Kirkmichael	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta	„
Kirkton *See Cavers.*	Roxburgh.
Kirkurd	Peebles.
Kirkwall (Burgh)	Orkney.
Kirkwall (Landward) and St. Ola.	„
Kirriemuir	Forfar.
Knockando	Elgin.
Knockbain	Ross.
Lady	Orkney.
Ladykirk	Berwick.
Laggan	Inverness.
Lairg	Sutherland.
Lamington *See Wandell and Lamington.*	Lanark.
Lanark (Burgh)	„
Lanark (Landward)	„
Langholm	Dumfries.
Langton	Berwick.
Larbert	Stirling.
Largo	Fife.
Largoward	„
Largs	Ayr.
Larkhall	Lanark.
Lasswade	Edinburgh.
Latheron	Caithness.
Lauder	Berwick.
Laurencekirk	Kincardine.
Leadhills	Lanark.
Lecropt *See Dunblane and Lecropt.*	Perth.
Legerwood	Berwick.
Leith (Burgh)	Edinburgh.
Leith (Landward) *See Edinburgh.*	„
Leochel-Cushnie	Aberdeen.
Lerwick	Shetland.
Leslie	Aberdeen.
Leslie	Fife.
Lesmahagow	Lanark.
Leswalt	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar *See Navar and Lethnot.*	Forfar.
Leuchars	Fife.
Levern	Renfrew.
Libberton	Lanark.
Liberton	Edinburgh.
Liff, Benvie and Invergowrie.	Forfar.
Lilliesleaf	Roxburgh.
Linlithgow (including Burgh).	Linlithgow.
Linton	Roxburgh.
Lintrathen	Forfar.
Lismore and Appin	Argyll.
Little Dunkeld	Perth.
Livingstone	Linlithgow.
Lochalsh	Ross.
Lochbroom	„
Lochcarron	„
Lochgelly	Fife.
Lochgilphead	Argyll.
Lochgoilhead and Kilmorich.	„
Lochlee	Forfar.
Lochmaben	Dumfries.
Lochrutton	Kirkcudbright.
Lochs	Ross.
Lochwinnoch	Renfrew.
Logie	Fife.
Logie	Stirling.
Logiealmond	Perth.
Logie Buchan	Aberdeen.
Logie Coldstone	„
Logie Easter	Ross.
Logie Pert	Forfar.
Logierait	Perth.
Logie Wester *See Urquhart and Logie Wester.*	Ross.
Longforgan	Perth.
Longformacus	Berwick.
Longside	Aberdeen.
Lonmay	„
Loth	Sutherland.
Loudoun	Ayr.
Lumphanan	Aberdeen.
Lunan	Forfar.
Lundie	„
Lunnasting *See Nesting, &c.*	Shetland.
Luss	Dumbarton.
Lyne and Megget	Peebles.
Maderty	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun	Roxburgh.
Manor	Peebles.
Markinch	Fife.
Marnoch	Banff.
Maryculter	Kincardine.
Maryhill	Lanark.
Marykirk	Kincardine.
Maryton	Forfar.
Mauchline	Ayr.
Maxton	Roxburgh.
Maybole	Ayr.
Mearns	Renfrew.
Megget *See Lyne and Megget.*	Peebles.
Meigle	Perth.
Meldrum	Aberdeen.
Melrose	Roxburgh.
Menmuir	Forfar.
Mertoun	Berwick.
Methlick	Aberdeen.
Methven	Perth.
Mid-Calder	Edinburgh.
Middlebie	Dumfries.
Midmar	Aberdeen.
Millbrex	„
Minnigaff	Kirkcudbright.
Minto	Roxburgh.
Mochrum	Wigtown.
Moffat	Dumfries.
Moneydie	Perth.
Monifieth	Forfar.
Monikie	„
Monimail	Fife.
Monkton and Prestwick	Ayr.
Monquhitter	Aberdeen.
Montrose (Burgh)	Forfar.
Montrose (Landward).	„
Monymusk	Aberdeen.
Monzievaird and Strowan.	Perth.
Moonzie	Fife.
Mordington	Berwick.
Morebattle	Roxburgh.
Morham	Haddington.
Mortlach	Banff.
Morton	Dumfries.
Morvern	Argyll.
Moulin	Perth.
Mouswald	Dumfries.
Moy and Dalarossie	Inverness.
Muckairn *See Ardchattan and Muckairn.*	Argyll.
Muckart	Perth.
Muiravonside	Stirling.
Muirkirk	Ayr.
Murroes	Forfar.
Musselburgh (Burgh)	Edinburgh.
Muthill	Perth.
Nairn (Burgh)	Nairn.
Nairn (Landward)	„
Navar and Lethnot	Forfar.
Neilston	Renfrew.
Nenthorn	Berwick.
Nesting, Lunnasting, Whalsay and Skerries.	Shetland.
Nevay *See Eassie and Nevay.*	Forfar.
New Abbey	Kirkcudbright.
Newbattle	Edinburgh.
Newburgh	Fife.
Newburn	„
New Byth	Aberdeen.

Parish or Burgh.	County.
New Cumnock	Ayr.
New Deer	Aberdeen.
Newhills	„
Newlands	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick.	Dumbarton.
New Pitsligo.	Aberdeen.
New Spynie	Elgin.
Newton	Edinburgh.
Newton-on-Ayr (Landward). *See St. Quivox.*	Ayr.
Newtyle	Forfar.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward).	Bute.
North Knapdale	Argyll.
Northmavine	Shetland.
North Ronaldshay	Orkney.
North Uist	Inverness.
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Ochiltree	Ayr.
Old Cumnock	„
Old Deer	Aberdeen.
Oldhamstocks	Haddington.
Old Luce or Glenluce	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Oirig	Caithness.
Ord *See Banff (Ld).*	Banff.
Ordiquhill	„
Ormiston	Haddington.
Oronsay *See Colonsay and Oronsay.*	Argyll.
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley (Burgh)	Renfrew.
Paisley (Landward)	„
Panbride	Forfar.
Papa *See Walls, &c..*	Shetland.
Papa Westray *See Westray and Papa Westray.*	Orkney.
Parton	Kirkcudbright.
Peebles	Peebles.
Pencaitland	Haddington.
Penicuik	Edinburgh.
Penninghame	Wigtown.
Penpont	Dumfries.
Persie	Perth.
Perth (Burgh)	„
Perth, East Parish (Landward).	„
Peterculter	Aberdeen.
Peterhead (Burgh)	„
Peterhead (Landward).	„
Pettinain	Lanark.
Petty	Inverness.
Pitsligo	Aberdeen.
Pittenweem	Fife.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.

Parish or Burgh.	County.
Port Glasgow (Landward), *united to East Parish, Greenock.*	Renfrew.
Portmoak	Kinross.
Portobello (Burgh) *See Edinburgh.*	Edinburgh.
Port of Monteith	Perth.
Portpatrick	Wigtown.
Portree	Inverness.
Premnay	Aberdeen.
Preston *See Bunkle and Preston.*	Berwick.
Prestonkirk	Haddington.
Prestonpans	„
Prestwick *See Monkton and Prestwick.*	Ayr.
Queensferry (Burgh) *See Dalmeny.*	Linlithgow.
Rafford	Elgin.
Rathen	Aberdeen.
Ratho	Edinburgh.
Rathven	Banff.
Rattray	Perth.
Rayne	Aberdeen.
Reay	Caithness.
Redgorton	Perth.
Rendall *See Evie and Rendall.*	Orkney
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	„
Rerrick	Kirkcudbright.
Rescobie	Forfar.
Resolis	Ross.
Rhynd	Perth.
Rhynie	Aberdeen.
Riccarton	Ayr.
Rickarton *See Fetteresso and Rickarton.*	Kincardine.
Roberton *See Wiston and Roberton.*	Lanark.
Roberton	Roxburgh.
Rogart	Sutherland
Rosemarkie	Ross.
Roseneath	Dumbarton.
Rosskeen	Ross.
Rothes	Elgin.
Rothesay (Burgh)	Bute.
Rothesay (Landward) *See North Bute.*	„
Rothiemay	Banff.
Rothiemurchus *See Duthill and Rothiemurchus.*	Inverness.
Rousay and Egilshay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Rutherglen(including Burgh.)	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrews and Deerness.	Orkney.
St. Andrews (Burgh)	Fife.
St. Andrews (Land.)	„
St. Andrews Lhanbryd.	Elgin.
St. Boswells	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Aberdeen.
St. Madoes	Perth.
St. Martins	

Parish or Burgh.	County.
St. Monance	Fife.
St. Mungo	Dumfries.
St. Ninian's	Stirling.
St. Ola *See Kirkwall and St. Ola (Land.)*	Orkney.
St. Quivox (Land.) and Newton-on-Ayr (Land.)	Ayr.
Salen	Argyll.
Saline	Fife.
Salton	Haddington.
Sandness *See Walls, &c.*	Shetland.
Sandsting and Aithsting.	„
Sandwick	Orkney.
Sanquhar	Dumfries.
Savoch	Aberdeen.
Scone	Perth.
Scoonie	Fife.
Selkirk (Burgh)	Selkirk.
Selkirk (Landward)	„
Shapansey	Orkney.
Shettleston	Lanark.
Sheuchan	Wigtown.
Shotts	Lanark.
Sibbaldbie *See Applegarth and Sibbaldbie.*	Dumfries.
Skelmorlie	Ayr.
Skene	Aberdeen.
Skipness *See Saddell and Skipness.*	Argyll.
Skirling	Peebles.
Slains	Aberdeen.
Slamannan	Stirling.
Sleat	Inverness.
Smailholm	Roxburgh.
Small Isles	Inverness.
Snizort	„
Sorbie	Wigtown.
Sorn	Ayr.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	„
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick *See Colvend and Southwick.*	Kirkcudbright.
South Yell *See Mid and South Yell.*	Shetland.
Speymouth	Elgin.
Spott	Haddington.
Springburn	Lanark.
Springfield	Fife.
Sprouston	Roxburgh.
Stair	Ayr.
Stenness *See Firth and Stenness.*	Orkney.
Stenscholl	Inverness.
Stenton	Haddington.
Stevenston	Ayr.
Stewarton	„
Stichill *See Hume and Stichill.*	Berwick.
Stirling (Burgh)	Stirling.
Stobhill	Edinburgh.
Stobo	Peebles.
Stonehaven *Included partly in Dunnottar and partly in Fetteresso.*	Kincardine.
Stonehouse	Lanark.
Stoneykirk	Wigtown.
Stornoway	Ross.
Stow	Edinburgh.
Stracathro	Forfar.

Parish or Burgh.	County.
Strachan	Kincardine.
Strachur	Argyll.
See Stralachlan and Strachur.	
Straiton	Ayr.
Stralachlan and Strachur.	Argyll.
Stranraer (Burgh)	Wigtown.
Strath	Inverness.
Strathblane	Stirling.
Strathdon	Aberdeen.
Strathmartine	Forfar.
See Mains and Strathmartine.	
Strathmiglo	Fife.
Strichen	Aberdeen.
Stromness	Orkney.
Stronsay	"
Strontian	Argyll.
Swinton	Berwick.
Symington	Ayr.
Symington	Lanark.
Tain	Ross.
Tannadice	Forfar.
Tarbat	Ross.
Tarbert	Argyll.
Tarbolton	Ayr.
Tarland	Aberdeen.
Tarves	"
Tealing	Forfar.
Temple	Edinburgh.
Tennandry	Perth.
Terregles	Kirkcudbright.
Teviothead	Roxburgh.
Thankerton	Lanark.
See Covington and Thankerton.	
Thurso	Caithness.
Tibbermore	Perth.
Tillicoultry	Clackmannan.
Tingwall, Whiteness and Weisdale	Shetland.
Tinwald	Dumfries.
Tongland	Kirkcudbright.
Tongue	Sutherland.
Torosay	Argyll.
Torphichen	Linlithgow.
Torryburn	Fife.
Torthorwald	Dumfries.
Tough	Aberdeen.
Towie	"
Tranent	Haddington.
Traquair	Peebles.
Trinity Gask	Perth.
Troqueer	Kirkcudbright.
Trossachs	Perth.
Tulliallan	Fife.
Tullich	Aberdeen.
See Glenmuick and Tullich.	
Tulliebole	Kinross.
See Fossoway and Tulliebole.	
Tullynessle and Forbes	Aberdeen.
Tundergarth	Dumfries.
Turriff	Aberdeen.
Tweedsmuir	Peebles.
Twynholm	Kirkcudbright.
Tyninghame	Haddington.
See Whitekirk and Tyninghame.	
Tynron	Dumfries.
Tyree	Argyll.
Tyrie	Aberdeen.
Udny.	"
Uig	Ross.
Unst	Shetland.
Uphall	Linlithgow.
Urquhart	Elgin.
Urquhart and Glenmoriston.	Inverness.
Urquhart and Logie Wester.	Ross.
Urr	Kirkcudbright.
Urray	Ross.
Walls, Sandness, Papa and Foula	Shetland.
Walls and Flotta	Orkney.
Walston	Lanark.
Wamphray	Dumfries.
Wandell and Lamington.	Lanark.
Watten	Caithness.
Weem	Perth.
Weisdale	Shetland.
See Tingwall, &c.	
Wemyss	Fife.
West Calder	Edinburgh.
Westerkirk	Dumfries.
West Kilbride	Ayr.
West Linton	Peebles.
Westray and Papa Westray.	Orkney.
Westruther	Berwick.
Whalsay	Shetland.
See Nesting, &c.	
Whitburn	Linlithgow.
Whitekirk and Tyninghame	Haddington.
Whiteness	Shetland.
See Tingwall, &c.	
Whithorn	Wigtown.
Whitsome	Berwick.
Whittinghame	Haddington.
Wick (Burgh)	Caithness.
Wick (Landward)	"
Wigtown	Wigtown.
Wilton	Roxburgh.
See Hawick.	
Wiston and Roberton	Lanark.
Yarrow	Selkirk.
Yell	Shetland.
Yester	Haddington.
Yetholm	Roxburgh.
Ythan Wells	Aberdeen.

VOLUNTARY SCHOOLS.

(Arranged in COUNTIES) with the NAMES and ADDRESSES of the OFFICIAL CORRESPONDENTS.

FEBRUARY, 1908.

NOTE.—Ch. or G.A. denotes that the School is in connexion with the *Established Church of Scotland;* U.F.C., with the *United Free Church;* E., with the *Episcopal Church;* R.C., with the *Roman Catholic Church.*

Name of School.	Correspondent.	Postal Address.
ABERDEEN.		
Aberdeen (Burgh), Cathedral R.C.S.	Rev. J. C. Meany	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), Deaf and Dumb Institution.	A. Edmond, Jun.	229, Union Street, Aberdeen.
Aberdeen (Burgh), George Street Practising S.	G. Smith	Training College Buildings, Charlotte Street, Aberdeen.
Aberdeen (Burgh), George Street Practising Higher Grade S.		
Aberdeen (Burgh), John Street Practising S.	G. Smith	Training College Buildings, Charlotte Street, Aberdeen.
Aberdeen (Burgh), John Street Practising Higher Grade S.		
Aberdeen (Burgh), Queen's Cross R.C.S.	Madame Bodkin	Convent of the Sacred Heart, Queen's Cross, Aberdeen.
Aberdeen (Burgh), Queen's Cross Higher Grade R.C.S.		
Aberdeen (Burgh), St. Andrew's E.S.	J. Taylor	245, Union Street, Aberdeen.
Aberdeen (Burgh), St. Margaret's Mission E.S.	Rev. F. P. Williamson	16, Albyn Place, Aberdeen.
Aberdeen (Burgh), St. Peter's R.C.S.	Rev. A. Grant	St. Peter's Rectory, Justice Street, Aberdeen.
Cluny, Corennie, Lady Gordon Cathcart's Female S.	W. Nicol	Ordhead, Aberdeen.
Cluny, U.F.C.S.	H. Littlejohn	Upper Sauchen, Sauchen, Aberdeen.
Crathie and Braemar, Braemar St. Andrew's R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Crathie and Braemar, Crathie Side S.	J. B. Macdiarmid	Estates Office, Balmoral Castle, Aberdeenshire.
Crathie and Braemar, Inverey District Ch. S.	Rev. A. C. W. Saunders	The Manse, Braemar, Aberdeenshire.
Crathie and Braemar, Inverey R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Cruden, Erroll E.S.	Rev. J. Strachan	Cruden Rectory, Port Erroll, Aberdeenshire.
Culsalmond, Tillymorgan E.S.	Rev. J. Stuart	Tillymorgan Rectory, Rothie Norman, Aberdeenshire.
Forgue E.S.	G. Winton	Kirkton Cottage, Forgue Huntly.
Fraserburgh, Female Industrial Ch. S.	W. Pressley	Saltoun Chambers, Fraserburgh.
Fraserburgh, St. Peter's E.S.	Rev. H. Fyfe	The Rectory, Fraserburgh.

Name of School.	Correspondent.	Postal Address.
ABERDEEN—*cont.*		
Huntly, R.C.S.	Rev. D. Matheson	St. Margaret's, Huntly.
Inverurie, St. Mary's E.S.	A. Soutar	14, Falconer Place, Inverurie.
Millbrex District Ch. S.	Rev. C. Giles	The Manse, Millbrex, Fyvie, Aberdeenshire.
New Deer, Bonnykelly S.	J. Adie	Bonnykelly, Aberdeen.
New Pitsligo, St. John's E.S.	Rev. E. J. Petrie	Denburn House, New Pitsligo, Aberdeen.
Peterhead, St. Peter's E.S.	R. Gray	Peterhead.
Strichen, All Saints E.S.	Rev. W. S. B. Petrie.	The Parsonage, Strichen, Aberdeenshire.
Tyrie, Boyndlie E.S.	Rev. W. S. B. Petrie.	The Parsonage, Strichen, Aberdeenshire.
ARGYLL.		
Acharacle, Mingarry R.C.S. (See under Inverness.)		
Campbeltown (Burgh), St. Kieran's R.C.S.	Very Rev. J. Canon Macdonald.	St. Kieran's R.C. Church, Campbeltown.
Dunoon and Kilmun, St. Mun's R.C.S.	Rev. J. MacElmail.	Dunoon.
Lismore and Appin, Carnock, Glencoe, St. Mary's E.S.	Rev. A. S. MacInnes.	The Rectory, Glencoe, Argyllshire.
Lismore and Appin, South Ballachulish, St. John's E.S.	Mrs. M. E. Macdonald.	St. John's Rectory, Ballachulish, R.S.O., Argyllshire.
Oban (Burgh) R.C.S.	Right Rev. Bishop Smith	Bishop's House, Oban.
" " St. John's E.S.	Mrs. E. Baily	1, Victoria Crescent, Oban.
AYR.		
Ardrossan, Saltcoats R.C.S.	Rev. W. Carmichael	St. Mary's, Saltcoats.
Auchinleck, St. Patrick's R.C.S.	Rev. J. Hogan	Birnieknowe, Auchinleck, Ayrshire.
Ayr (Burgh), St. Margaret's R.C.S.	Very Rev. D. Canon Collins.	St. Margaret's, Ayr.
Dailly, Wallacetown Works S.	W. G. Wilson	Dalquharran Colliery, Dailly, Ayrshire.
Dalmellington R.C.S.	Rev. T. A. Hayes	Waterside, Dunaskin, Ayrshire.
Dalry, St. Palladius, R.C.S.	Rev. W. C. Brown	St. Palladius, Dalry, Ayrshire.
Dundonald, Troon, St. Patrick's R.C.S.	Rev. J. Brady	Catholic Church, Troon.
Galston, St. Sophia R.C.S.	Very Rev. Canon Lord Archibald Douglas	St. Sophia, Galston.
Girvan (Town), Sacred Heart R.C.S.	Miss B. Flood	Ailsa Street, Girvan.
Irvine (Burgh) R.C.S.	Rev. F. Letters	St. Mary's, Irvine.
Kilbirnie Female Industrial S.	Rev. H. R. Buchan.	The Manse, Kilbirnie, Ayrshire.
" St. Bridget's R.C.S.	Rev. T. Hopwell	St. Bridget's Roman Catholic Church, Kilbirnie, Ayrshire.
Kilmarnock (Burgh) R.C.S.	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilmaurs, Crosshouse, St. Mary's R.C.S.	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.

Name of School.	Correspondent.	Postal Address.
AYR—*cont.*		
Kilwinning, St. Winning's R.C.S.	Rev. W. C. Brown	St. Palladius, Dalry, Ayrshire.
Largs, St. Mary's R.C.S.	Rev. P. A. McCarthy.	Catholic Church, Largs, Ayrshire.
Loudoun, Newmilns, Lady Flora's S.	J. and J. Hendrie	Union Bank, Galston, Ayrshire.
Maybole, St. Cuthbert's R.C.S.	Rev. P. McDaniel	Mount St. Cuthbert, Maybole.
Muirkirk, St. Thomas R.C.S.	Rev. L. Puissant	Loretto Villa, Muirkirk, Ayrshire.
New Cumnock, R.C.S.	D. W. Shaw	County Buildings, Ayr.
Old Cumnock, R.C.S.	D. W. Shaw	County Buildings, Ayr.
Riccarton, Barleith S.	W. Pinkerton	Glasgow and S.W. Railway, Hurlford, Ayrshire.
„ Hurlford, St. Paul's R.C.S.	Very Rev. Canon Lord Archibald Douglas.	St. Sophia, Galston.
Stevenston, St. John's R.C.S.	Rev. J. C. O'Neill	Stevenston, Ayrshire.
Tarbolton, St. Ann's R.C.S.	Rev. J. M. A. Cameron.	St. Ann's, Annbank Station, Ayr.
BANFF.		
Aberlour, Charlestown E.S.	Rev. Canon Jupp	The Orphanage, Aberlour, Banffshire.
Banff (Burgh), St. Andrew's E.S.	T. Barton	Seafield Street, Banff.
Inveravon, Ballindalloch Lady McPherson Grant's S.	P. Henderson	Marionburgh, Ballindalloch, Banffshire.
„ Chapeltown, (Glenlivet) R.C.S.	Rev. C. C. Mackenzie.	Chapeltown, Ballindalloch, Banffshire.
„ Tombae, St. Mary's R.C.S.	Rev. W. Stuart.	Tombae, Glenlivet, Ballindalloch, Banffshire.
Keith R.C.S.	Rev. J. Paul	Chapel House, Keith.
Kirkmichael, Tomintoul R.C.S.	Rev. J. Thomson	Tomintoul, Ballindalloch, Banffshire.
Marnoch, Aberchirder E.S.	Rev. D. Kerrin	Aberchirder, Banffshire.
Mortlach, Dufftown R.C.S.	Rev. G. P. Shaw	Chapel House, Dufftown, Banffshire.
Rathven, Buckie, Lady Cathcart's Industrial E.S.	Rev. A. Wild	The Rectory, Buckie.
„ Buckie R.C.S.	Rev. J. McIntosh	St. Peter's, Buckpool, Buckie.
BERWICK.		
Bunkle and Preston, Preston S.	Lady Home	Bonkyl Lodge, Duns.
Earlston, Mellerstain S.	H. A. Martin	Mellerstain, Kelso.
BUTE.		
Kingarth, Mount Stewart R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
Rothesay (Burgh), St. Andrew's R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.

Name of School.	Correspondent.	Postal Address.
CAITHNESS.		
Olrig Female S.	Rev. A. H. Gillieson, B.D.	Manse of Olrig, Castletown, Thurso.
CLACKMANNAN.		
Alloa (Town) E.S.	A. P. Moir	Bank Street, Alloa.
„ „ St. Mungo's R.C.S.	Rev. J. O'Neill	Alloa.
Alva Infant S.	T. Donaldson	Holmfoot, Alva, Clackmannanshire.
DUMBARTON.		
Bonhill, Alexandria St. Mary's R.C.S.	Rev. M. McCabe	Chapel House, Alexandria, Dumbartonshire.
Cardross, Renton, St. Martin's R.C.S.	Rev. M. Jansen	Renton, Dumbarton.
Cumbernauld, Croy, Holy Cross R.C.S.	Rev. J. M. M. Charleson	Croy House, Croy, Glasgow.
Dumbarton (Burgh) R.C.S.	Rev. H. Kelly	Croftbank, Dumbarton.
Kirkintilloch (Town) R.C.S.	Rev. T. Delbeke	Kirkintilloch, Glasgow.
New Kilpatrick, Milngavie R.C.S.	Rev. D. O'Sullivan.	Chapel House, Milngavie, Glasgow.
Old Kilpatrick, Clydebank, Our Holy Redeemer's R.C.S.	Rev. J. Montgomery.	Clyde Street, Clydebank, Glasgow.
„ „ Duntocher, St. Mary's R.C.S.	Rev. B. Lynch	St. Mary's, Duntocher, Glasgow.
Row, Helensburgh, St. Joseph's R.C.S.	Rev. A. Mackintosh.	St. Joseph's, Helensburgh.
„ „ Trinity E.S.	J. R. Harrison	Croft House, Helensburgh.
DUMFRIES.		
Annan, St. Columba's R.C.S.	Rev. M. Carey	St. Columba's Presbytery, Annan.
Closeburn, Wallace Hall Academy.	J. C. R. Macdonald.	84, Irish Street, Dumfries.
Dumfries (Burgh), St. Andrew's R.C.S.	Right Rev. Monsignor O'Brien.	Bishop's House, Dumfries.
„ „ St. John's E.S.	Rev. C. C. im Thurn.	St. John's Rectory, Dumfries
Morton, Carronbridge, Duke of Buccleuch's S.	C. W. Ralston	Dabton, Thornhill.
Ruthwell Female Industrial S.	Rev. J. L. Dinwiddie	Ruthwell, Dumfriesshire.
EDINBURGH.		
Borthwick, Newlandrig Subscription S.	R. Smith	Gorebridge, Midlothian.
Cockpen, Bonnyrigg Girls' S.	J. R. Anderson	48, Castle Street, Edinburgh.
Crichton, Pathhead, St. Mary's R.C.S.	Rev. F. W. Jerrard.	St. David's, Dalkeith.
Dalkeith (Town), St. David's R.C.S.	Rev. J. Head	St. David's, Dalkeith.
Dalkeith (Town), St. Mary's E.S.	Rev. Canon Cooke.	Dalkoith.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Edinburgh (City), Abbeyhill E.S.	Rev. R. J. Mackay	19, Dalziel Place, Edinburgh.
Edinburgh (City), All Saints' E.S.	Rev. G. E. W. Holmes	28, Brougham Street, Edinburgh.
Edinburgh (City), Deaf and Dumb Institution.	A. Scott	2, York Buildings, Edinburgh.
Edinburgh (City), Donaldson's Hospital Deaf Mute S.	R. C. Bell	13, Hill Street, Edinburgh.
Edinburgh (City), Glen Street R.C.S.	Rev. J. Bader	17, Lauriston Street, Edinburgh.
Edinburgh (City), James Gillespie's S.	A. Heron	14, Hanover Street, Edinburgh.
Edinburgh (City), James Gillespie's Higher Grade S.		
Edinburgh (City), Morningside, St. Teresa's R.C.S.	W. Considine, S.S.C.	2, Queen Street, Edinburgh.
Edinburgh, Portobello, St. John's R.C.S.	Rev. J. Donlevy	St. John's Church, Portobello.
Edinburgh (City), Practising E.S.	G. J. Wood	14, Young Street, Edinburgh.
Edinburgh (City), Provincial Normal S.	J. King	16, Chambers Street, Edinburgh.
Edinburgh (City), Provincial Normal Higher Grade S.		
Edinburgh (City), Royal Blind S.	G. More	18, Hill Street, Edinburgh.
Edinburgh (City), St. Andrew's E.S.	J. R. Grant	39, Frederick Street, Edinburgh.
Edinburgh (City), St. Anne's R.C.S.	Right Rev. Monsignor Grady.	St. Patrick's, Edinburgh.
Edinburgh, (City) St. Columba's R.C.S.	Rev. G. Mullan	9, Upper Gray Street, Edinburgh.
Edinburgh, (City) St. Cuthbert's R.C.S.	Rev. J. Forsyth	St. Cuthbert's Roman Catholic School, Slateford Road, Edinburgh.
Edinburgh (City), St. James' E.S.	J. R. Grant	39, Frederick Street, Edinburgh.
Edinburgh (City), St. Margaret's, Easter Road, E.S.	Rev. H. Jones	Forthview, Craigentinny Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Boys', York Lane R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh.
Edinburgh (City), St. Patrick's R.C.S.	Right Rev. Monsignor Grady.	St. Patrick's, Edinburgh.
Edinburgh (City), St. Thomas of Aquin's Higher Grade R.C.S.	Miss M. A. Snow	St. Catherine's Convent, Lauriston Gardens, Edinburgh.
Kirknewton and East Calder, East Calder R.C.S.	Rev. T. M. Monaghan.	The Presbytery, Kilronan Park, East Calder
Lasswade, Loanhead, St. Margaret's R.C.S.	Rev. C. Murdoch	St. Margaret's, Loanhead, Midlothian.
Lasswade, Rosewell, St. Matthew's R.C.S.	Rev. D. Conway	Alpine Villa, Penicuik.
Leith (Burgh) Holy Cross Academy R.C.S.	Rev. J. Forsyth	St. Cuthbert's, Slateford Road, Edinburgh.
Leith (Burgh) Holy Cross Academy Higher Grade R.C.S.		
Leith (Burgh), St. James' E.S.	Rev E. Hoernlé.	The Rectory, Leith.
Leith (Burgh) St. Mary's R.C.S.	Rev. E. Callan	St. Mary's Star of the Sea, Leith.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Liberton, Gilmerton, The Anderson Female S.	Rev. J. Christie, D.D.	Gilmerton, Liberton, Midlothian.
Musselburgh, Loretto R.C.S.	Rev. P. McGettigan.	The Presbytery, Musselburgh.
Musselburgh (Burgh), St. Peter's E.S.	Rev. T. Hannan, M.A.	Amisfield, Musselburgh.
Penicuik E.S. - - -	Rev. C. A. Elrington.	Penicuik.
„ R.C.S. - - -	Rev. D. Conway	Alpine Villa, Penicuik.
Ratho, Dalmahoy, St. Mary's E.S.	Rev. W. G. Bullock.	Dalmahoy, Kirknewton, Midlothian.
Temple, Toxside S. - -	Rev. J. W. Blake	Temple, Gorebridge, Midlothian.
West Calder R.C.S. - -	Very Rev. J. Canon Murphy	West Calder, Midlothian.
ELGIN.		
Bellie, Fochabers, Milne's Institution S.	C. Gray - -	Fochabers.
Bellie, Fochabers, Milne's Institution Higher Grade S.		
Edinkillie, Conicavel Ch. S.	D. Scott - -	Darnaway, Forres.
„ Logie S. - -	R. Urquhart -	Forres.
„ Relugas Church S.	Rev. G. C. Watt	Manse of Edinkillie, Dunphail, Morayshire.
Elgin (Burgh), St. Sylvester's R.C.S.	Right Rev. Monsignor Wilson-	St. Sylvester's, Elgin.
Forres (Burgh), St. John's E.S.	Rev. Stair Douglas.	The Parsonage, Forres.
FIFE.		
Beath, Cowdenbeath, R.C.S.	Rev. J. A. Macintyre.	Cowdenbeath, Fife.
Burntisland (Burgh) E. S. -	Rev. H. Hardy -	St. Serf's, Burntisland.
Carnock, Oakley, St. Margaret's R.C.S.	Rev. F. O'Brien.	Shrub Cottage, Oakley, Fife.
Dunfermline (Burgh), St. Margaret's R.C.S.	Rev. D. Robertson.	St. Margaret's, Dunfermline.
Lochgelly, R.C.S. - -	Rev. R. Hogan -	Roman Catholic Presbytery, Lochgelly, Fifeshire.
FORFAR.		
Arbroath (Burgh), St. Thomas' R C.S.	Very Rev. J. V. Canon Macdonald.	St. Thomas', Arbroath.
Dundee (Burgh), Dudhope Bank Deaf and Dumb Institution.	D. Don - -	Central Chambers, 9, Tally Street, Dundee,
Dundee (Burgh), Institution for the Blind.	E. Henderson -	10, Whitehall Street, Dundee.
Dundee (Burgh), Lawside, St. Joseph's Convent H.G. R.C.S.	Miss F. Hodnett	Lawside Convent, Dundee.
Dundee (Burgh), Lochee E.S.	Rev. J. C. Cater	The Parsonage, Lochee, Dundee.
Dundee (Burgh), Lochee, St. Mary's R.C.S.	Very Rev. T. Canon Crumly.	St. Mary's, Lochee, Dundee.
Dundee (Burgh), St. Andrew's Boys' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Andrew's Girls' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.

Name of School.	Correspondent.	Postal Address.
FORFAR—*cont.*		
Dundee (Burgh), St. Joseph's R.C.S.	Very Rev. J. Holder.	Blackness Road, Dundee.
Dundee (Burgh), St. Martin's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), St. Mary's R.C.S.	Very Rev. M. Canon Phelan	Powrie Place, Dundee.
Dundee (Burgh), St. Patrick's R.C.S.	Very Rev. P. Canon Butti.	12, South Erskine Street, Dundee.
Dundee (Burgh), St. Paul's E.S.	Rev. E. L. Danson.	St. Paul's Clergyhouse, Castlehill, Dundee.
Dundee (Burgh), Seafield Works Half-Time S.	P. Ewart Jack	Seafield Works, Dundee.
Dundee (Burgh), Ward Mills S.	J. C. Buist -	Ward Mills, Dundee.
Kirriemuir, St. Mary's E.S.	Rev. J. A. Philip.	The Rectory, Kirriemuir.
HADDINGTON.		
Haddington, R.C.S. - -	Rev. F. Hoban	R. C. School, Haddington.
Tranent, St. Martin's R.C.S.	Rev. J. Joyce -	St. Martin's Presbytery, Tranent, Haddingtonshire.
INVERNESS.		
Acharacle, Mingarry R.C.S.	Very Rev. D. Mackintosh.	Mingarry, Moidart, Ardgour, Argyllshire.
Arisaig and Moidart:		
Arisaig Church School -	A. W. Nicolson	Arisaig House, Arisaig, Inverness-shire.
,, R.C.S.	Very Rev. J. Canon Chisholm	St. Mary's, Arisaig, Inverness-shire.
Boleskine and Abertarff, Fort Augustus R.C.S.	Rev. A. McDonell	The Abbey, Fort Augustus, Inverness.
Boleskine and Abertarff, Whitebridge R.C.S.	Rev. A. C. Geddes	Chapel House, Stratherrick, Inverness-shire.
Inverness (Burgh), Cathedral Boys' E.S.	J. Ross - -	Queen's Gate Chambers, Inverness.
Inverness, Northern Counties Institute for the Blind.	D. Shaw - -	42, High Street, Inverness.
Inverness (Burgh) R.C. Convent School.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh) R.C.S.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh), The Bishop's E.S.	Rev. H. B. Hamer	Elm Park, Inverness.
Inverness (Landward), Highland Orphanage S.	R. Cook - -	53, Shore Street, Inverness.
Kilmallie, Fort William R.C.S.	Very Rev. A. Canon Mackintosh.	Chapel House, Fort William.
,, North Ballachulish, St. Bride's E.S.	B. Chinnery-Haldane.	Onich R.S.O., Inverness-shire.
Kilmorack, Beauly R.C.S. -	Very Rev. J. Canon Cameron.	Beauly.
,, Marydale R.C.S.	Rev. D. C. Mackay	Marydale, Beauly.
Kiltarlity, Eskadale R.C.S.	Rev. D. A. Chisholm.	Eskadale, Beauly.
Small Isles, Rhum Private S.	W. Goodall -	Estate Office, Isle of Rhum, by Oban.

Name of School.	Correspondent.	Postal Address.
KINCARDINE.		
Banchory Ternan, Reid and Burnett Endowed Female S.	J. Merson	High Street, Banchory, Kincardineshire.
Dunnottar, Stonehaven E.S.	Rev. W. Leslie Christie.	The Parsonage, Stonehaven
Fettercairn, Fasque S.	Miss M. Gladstone.	Fasque, Laurencekirk.
Kinneff and Catterline, Catterline E.S.	Rev. S. Stookes	Catterline, Stonehaven.
Laurencekirk E.S.	Rev. H. C. Bell	The Rectory, Laurencekirk.
Marykirk, Napier Memorial School	J. R. Findlay	Solicitor, Montrose.
KINROSS.		
Orwell, Milnathort, Reid Memorial S.	Mrs. Reid	Thomanean House, Milnathort, Kinross-shire.
KIRKCUDBRIGHT.		
Girthon, Rusko Episcopal S.	The Hon. W. J. Hewitt.	St. Colme House, Aberdour, Fifeshire.
Kelton, Castle Douglas R.C.S.	Very Rev. J. Canon Duffy.	St. John's, Castle Douglas.
Kirkcudbright, Old Church S.	J. Wilkinson	The Grange, Kirkcudbright.
„ R.C.S.	Rev. J. McHardy	Chapel House, Kirkcudbright.
Kirkmabreck, Creetown, St. Joseph's R.C.S.	Rev. J. Roche	St. Ninian's, Newton Stewart.
Urr, Dalbeattie R.C.S.	Rev. H. J. Langley.	Dalbeattie.
LANARK.		
Airdrie (Burgh), Coatdyke R.C.S.	Rev. J. Walsh	All Saints' Presbytery, Coatdyke, Airdrie.
Airdrie (Burgh), St. Margaret's R.C.S.	Rev. H. Van Stiphout.	Airdrie.
Avondale, Strathaven R.C.S.	Rev. D. J. Horgan	St. Patrick's Chapel House, Strathaven.
Blantyre, St. Joseph's R.C.S.	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
Bothwell, Carfin R.C.S.	Rev. C. Webb	Chapel House, Carfin, Motherwell.
„ Chapelhall R.C.S.	Rev. D. A. McPherson.	Chapelhall, Airdrie.
„ Elmwood Convent, Higher Grade, R.C.S.	Very Rev. J. Canon Toner	Elmwood Convent Higher Grade School, Bothwell, Glasgow.
„ Mossend R.C.S.	Rev. F. Cronin	Mossend, Lanarkshire.
„ Uddingston, St. John Baptist R.C.S.	Rev. J. P. Towie	R.C. Presbytery, Old Mill Road, Uddingston, Glasgow.
Calderhead, Shotts, St. Patrick's R.C.S.	Rev. P. Hilgers.	R. C. Presbytery, Shotts, Lanarkshire.
Cambuslang, Newton R.C.S.	Rev. L. de Meulenaere.	St. Charles' Presbytery, Newton, Glasgow.
„ St. Bride's R.C.S.	Rev. G. Stack	St. Bride's Cambuslang, Glasgow.

Name of School.	Correspondent.	Postal Address.
Lanark—*cont.*		
Cambusnethan, Newmains R.C.S.	Rev. J. Bird	The Chapel House, Newmains. Lanarkshire.
,, Wishaw R.C.S.	Rev. J. Van Hecke	The Rectory, Wishaw.
Carluke R.C.S.	Rev. R. J. McCluskey	Carluke.
Clarkston, Longriggend R.C.S.	Rev. M. Ambrose	St. Mary's, Longriggend, Lanarkshire.
,, Whiterigg R.C.S.	Rev. W. F. McLaughlin.	St. David's, Whiterigg, Airdrie.
Dalziel, Craigneuk R.C.S.	Rev. G. W. Ritchie	Shieldmuir, Wishaw.
,, Motherwell R.C.S.	Very Rev. J. Canon Taylor	Chapelhouse, Motherwell.
,, Motherwell Higher Grade R.C.S.		
Glasgow, Bridgeton, Sacred Heart R.C.S.	Very Rev. M. Canon Hughes	50, Old Dalmarnock Road, Glasgow.
,, Buchanan Institution.	R. Motherwell	76, Armadale Street, Glasgow.
,, Calton, St. Mary's R.C.S.	Very Rev. J. J. Canon Dyer.	68, Abercromby Street, Glasgow.
,, Carntyne, St. Mark's R.C.S.	Rev. R. Paterson	St. Mark's Presbytery, Carntyne, Glasgow
,, Deaf and Dumb Institution	B. B. Macgeorge	24, George Square, Glasgow.
,, Dundas Vale Practising S.	D. Macleod	Technical College, Montrose Street, Glasgow.
,, Garnethill Convent R.C.S.	Very Rev. M. Canon Hughes	50, Old Dalmarnock Road, Glasgow.
,, Our Lady and St. Francis R.C.S.	Very Rev. J. W. Canon McCarthy.	58, Charlotte Street, Glasgow.
,, Our Lady and St. Francis Higher Grade R.C.S.		
,, Parkhead, St. Michael's R.C.S.	Rev. E. P. Rogan, D.D.	St. Michael's, Parkhead, Glasgow.
,, Royal Asylum for the Blind.	J. Tasker	28, Bath Street, Glasgow.
,, St. Aloysius, Milton Street R.C.S.	Rev. W. Crofton	45, Hill Street, Garnethill, Glasgow.
,, St. Alphonsus R.C.S.	Very Rev. T. P. Canon O'Reilly.	18, East Russell Street, Glasgow.
,, St. Andrew's R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.
,, St. Anne's R.C.S.	Rev. T. Currie.	St. Anne's, Crownpoint Road Glasgow.
,, St. Columba's R.C.S.	Rev. E. Fitzgerald.	50, Windsor Terrace, St. George's Road, Glasgow.
,, St. Francis R.C.S.	Rev. A. McLaughlin	St. Francis Friary, Cumberland Street, Glasgow.
,, St. John's R.C.S.	Very Rev. J. B. Canon Macluskey.	90, Portugal Street, Glasgow.
,, St. Joseph's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
,, St. Luke's R.C.S.	Rev. P. Ryan	St. Luke's, Govan Street, Glasgow.
,, St. Martin's R.C.S.	Rev. J. Mullin, D.D.	15, William Street, Anderston, Glasgow.
St. Mary's E.S.	T. M. Stewart, LL.B.	173, St. Vincent Street, Glasgow.
,, St. Mungo's R.C.S.	Rev. C. Meagher	52, Parson Street, Glasgow.

Name of School.	Correspondent.	Postal Address.
LANARK—*cont.*		
Glasgow, St. Mungo's Academy R.C.S. " St. Mungo's Academy Higher Grade R.C.S.	J. Annias	84, Henrietta Street, Glasgow.
" St. Patrick's R.C.S.	Rev. J. Mullin, D.D.	St. Patrick's, Anderston, Glasgow.
" St. Roch's R.C.S.	Rev. D. Collins	325, Garngad Road, Glasgow.
" Springburn, St. Aloysius R.C.S.	Rev. J. L. Murphy	St. Aloysius Rectory, 10, Hill Street, Springburn, Glasgow.
" Stow Practising S.	D. Macleod	Technical College, Montrose Street, Glasgow.
Govan, Dowanhill, R.C. Practising S. " Dowanhill, Practising Higher Grade R.C.S.	Miss Lescher	17, Victoria Circus, Dowanhill, Glasgow.
" Govanhill, Holy Cross R.C.S.	Rev. W. P. O'Brien.	Devon Villa, Crosshill, Glasgow.
" Kinning Park, Our Lady and St. Margaret's R.C.S.	Very Rev. D. A. Canon Mackintosh.	70, Stanley Street, Paisley Road, Glasgow.
" Partick, St. Peter's R.C.S.	Rev. M. McNairney.	St. Peter's, Partick-hill, Glasgow.
" St. Anthony's R.C.S.	Very Rev. G. Canon McBrearty.	St. Anthony's, Govan, Glasgow.
" St. Saviour's R.C.S.	Rev. E. de Backer.	St. Saviour's, South Avenue, Govan, Glasgow.
" Whiteinch St. Paul's R.C.S.	Rev. A. Ooghe	St. Paul's, Whiteinch, Glasgow.
Hamilton (Burgh) R.C.S.	Rev. W. McAvoy.	Cadzow Street, Hamilton.
Hamilton (Landward), Burnbank R.C.S.	Rev. D. Brown.	St. Cuthbert's, Burnbank, Lanarkshire.
Hamilton (Landward) Cadzow R.C.S.	Rev. P. McConnachie	Cadzow, Hamilton.
Lanark (Burgh) R.C.S.	Rev. J. J. Ward	St. Mary's, Lanark.
Lanark (Landward), Smyllum Blind and Deaf Mutes R.C.S.	Rev. J. J. Ward	St. Mary's, Lanark.
Lanark (Landward), Smyllum R.C.S.	C. Chislett	Hope Street, Lanark.
Larkhall R.C.S.	Rev. F. A. Steven	St. Mary's Presbytery, Larkhall, Lanarkshire.
Lesmahagow, Blackwood R.C.S.	Rev. J. S. Cody	St. John's, Blackwood, Kirkmuirhill, Lanark.
Maryhill, Lambhill, St. Agnes' R.C.S.	Rev. J. Mullen	St. Agnes', Lambhill, Glasgow.
Maryhill, R.C.S.	Very Rev. J. Canon Cameron	Maryhill, Glasgow.
" St. Charles' R.C.S.	Rev. D. Stewart	1, Kelvinside Gardens, N. Glasgow.
New Monkland, Glenboig, Our Lady and St. Joseph R.C.S.	Rev. C. Haeger	Roman Catholic Presbytery, Glenboig, Lanarkshire.
New Monkland, Meikle Drumgray R.C.S.	Rev. W. J. McLaughlin	St. David's, Whiterigg, Airdrie.
Old Monkland, Baillieston, St. Bridget's R.C.S.	Rev. P H. Terken	Baillieston, Glasgow.
" Coatbridge, St. Augustine's R.C.S.	Rev. P. Müller	St. Augustine's, Coatbridge.

Name of School.	Correspondent.	Postal Address.
LANARK—*cont.*		
Old Monkland Coatbridge, St. Patrick's R.C.S.	Rev. J. Geerty	St. Patrick's, Coatbridge.
„ Tollcross, St. Joseph's R.C.S.	Rev. J. H. Kirk	St. Joseph's, Tollcross, Glasgow.
„ Whifflet R.C.S.	Rev. P. Hackett	St. Mary's, Whifflet, Coatbridge.
Rutherglen R.C.S.	Very Rev. J. Canon Toner	Rutherglen, Glasgow.
Shettleston, Cardowan, St. Joseph R.C.S.	Rev. D. McBrearty	St. Joseph's, Cardowan, Steps Road, Glasgow.
„ Eastmuir R.C.S.	Rev. A. O'Brien	St. Paul's, Shettleston, Glasgow.
Shotts, Cleland R.C.S.	Rev. P. Murray	St. Mary's, Cleland, Lanarkshire.
Wandell and Lamington, Lamington Female and Infant S.	The Dowager Lady Lamington	Lamington House, Lamington, Lanarkshire.
LINLITHGOW.		
Abercorn, Girls' S.	R. Amos	Philpstoun, Linlithgow.
Bathgate (Landward), St. Anthony's R.C.S.	Rev. T. McDonna.	54, West Main Street, Whitburn, Linlithgowshire.
Bathgate (Town) Academy Bathgate (Town) Academy Higher Grade S.	Scott-Moncrieff, Thomson and Shiells.	141, George Street, Edinburgh.
Bathgate (Town) R.C.S.	Rev. P. McDaniel.	Bathgate.
Bo'ness &c., Bo'ness, St. Mary's R.C.S.	Rev. W. Grant	St. Mary's, Bo'ness, Linlithgowshire.
Kirkliston, Winchburgh R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Linlithgow (Burgh), St. Joseph R.C.S.	Rev. E. Miley	Roman Catholic Church, Linlithgow.
Uphall, Broxburn R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Whitburn, Fauldhouse, St. John's R.C.S.	Rev. G. Mason.	Fauldhouse, Linlithgowshire.
NAIRN.		
Ardclach, Fornighty S.	T. B. Gow.	Lethen Estate Office, Lethen, Nairn.
Nairn (Burgh), St. Mary's R.C.S.	Very Rev. A. Canon Bisset.	Nairn.
PEEBLES.		
Traquair, Kirkburn S.	J. Campbell.	36, Castle Street, Edinburgh.
„ The Glen S.	D. F. Story.	The Glen, Innerleithen, Peeblesshire.
West Linton E.S.	J. H. Forbes.	Medwyn, West Linton, Peeblesshire.
PERTH.		
Aberfoyle Home Hospital S.	Miss F. Blackett	Inverard, Aberfoyle, Perthshire.
Alyth E. S.	The Venerable Archdeacon Aglen, D.D.	Alyth, Perthshire.

Name of School.	Correspondent.	Postal Address.
PERTH—*cont.*		
Blairgowrie, St. Stephen's R.C.S.	Rev. J. Malcolm	8, Bank Street, Blairgowrie.
Buchanty, Glenalmond Subscription S.	S. Drysdale	14, Comrie Street, Crieff.
Crieff, St. Columba's E.S. -	Rev. Canon Meredith	Crieff Rectory, Perthshire.
„ St. Dominic's R.C.S.	Rev. T. Brophy	Roman Catholic School, Crieff.
Dunblane and Lecropt. Dunblane, St. Mary's E.S. -	Rev. W. D. Creighton	The Rectory, Dunblane.
Errol, Female Industrial S.	W. Goodall	Union Bank of Scotland, Errol, Perthshire.
Logierait, Grantully, Lady Stewart's S.	Rev. J. McLean	Pitilie, Aberfeldy.
Perth (Burgh), St. John's R.C.S.	Very Rev. M. Canon Lavelle	16, Melville Street, Perth.
„ „ St. Ninian's E.S.	F. W. Bedford	British Linen Bank, Perth.
„ „ Sharp's Institution (Lower Department) S.	G. A. Mackenzie	Perth.
Tenandry, Aldgirnaig G.A.S.	H. Mitchell -	Pitlochry.
„ Glenfincastle S.	Mrs. C. R. Barbour.	Bonskeid, Pitlochry.
Tibbermore, Tulloch S. -	T. Dow - -	Pullar's Dye Works, Perth.
RENFREW.		
Cathcart, Busby, St. Joseph R.C.S.	Rev. W. Kelly	Roman Catholic Church, Busby, Glasgow.
Eastwood, Pollokshaws, St. Conval's R.C.S.	Rev. J. F. Morrison.	Mount St. Mary's, Pollokshaws, Glasgow.
Gourock, St. Ninian's R.C.S.	Rev. S. A. Thornton	St. Ninian's, Gourock, Renfrewshire.
Greenock (Burgh), Cartsdyke, St. Laurence R.C.S.	Rev. W. Horgan	Carnock Street, Greenock.
Greenock (Burgh), St. Mary's R.C.S.	Rev. P. Houlihan	St. Mary's, Greenock.
Houston and Killallan, Houston, St. Fillan's R.C.S.	Rev. J. Macdonald.	Houston, Johnstone.
Kilbarchan, Linwood R.C.S.	Rev. C. Cunningham.	Linwood, near Johnstone.
Kilmacolm, Orphan Homes of Scotland S.	R. L. Bryden -	102, Bath Street, Glasgow.
Levern, Nitshill R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
Neilston, Barrhead R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
„ St. Thomas R.C.S.	Rev. A. Reifenrath.	Neilston, Glasgow.
Paisley (Burgh), Ferguslie, Half-Time S.	P. Coats - -	Ferguslie Works, Paisley.
Paisley (Burgh), John Neilson Institution.	J. & A. Gardner	3, County Place, Paisley
Paisley (Burgh), John Neilson Institution Higher Grade S.		
Paisley (Burgh), St. Catherine's R.C.S.	Very Rev. H. Canon Chisholm	Paisley.
Paisley (Burgh), St. Charles' R.C.S.	Rev. J. McAllister.	Charlston, Paisley.
Paisley (Burgh), St. James' R.C.S.	Very Rev. H. Canon Chisholm	Paisley.
Paisley (Burgh), St. Margaret's Higher Grade R.C.S.	Miss M. Kelly -	St. Margaret's Convent, Paisley.

Name of School.	Correspondent.	Postal Address.
RENFREW—*cont.*		
Paisley (Burgh), St. Mary's R.C.S.	Rev. W. Davidson	St. Mary's Rectory, Paisley.
Paisley (Burgh), St. Mirin's R.C.S.	Very Rev. H. Canon Chisholm	Paisley.
Paisley (Landward), Johnstone, St. Margaret's R.C.S.	Rev. J. Nyhan.	St. Margaret's, Johnstone.
Port Glasgow, St. John's R.C.S.	Rev. P. McColl	St. John's, Port Glasgow.
Renfrew (Landward), St. James' R.C.S.	Rev. C. E. Fleming.	St. James' R.C. School, Renfrew.
ROSS and CROMARTY.		
Avoch, Mackenzie Foundation S.	J. Ross	Queensgate Chambers, Inverness.
Knockbain, Arpafeelie, St. John's E.S.	Rev. H. Dransfield.	Arpafeelie Rectory, Allangrange, Ross-shire.
ROXBURGH.		
Hawick (Burgh) R.C.S.	Rev. J. S. Lyle.	Hawick.
„ „ St. Cuthbert's E.S.	Rev. E. T. S. Reid.	The Rectory, Hawick.
Jedburgh St. John's E.S.	Rev W. Scott	St. John's, Jedburgh.
SELKIRK.		
Galashiels (Burgh) E.S.	Rev. Canon Jenkins.	The Rectory, Galashiels.
„ „ R.C.S.	Very Rev. W. E. Canon Rooney.	The Presbytery, Galashiels.
Selkirk (Burgh) R.C.S.	Rev. J. A. Gray	The Hermitage, Selkirk.
„ (Landward), Bowhill S.	W. J. Grieve.	Carterhaugh, Selkirk.
SHETLAND.		
Lerwick E.S.	Rev. L. H. Tiarks	St. Magnus Rectory, Lerwick.
Nesting, &c., Skerries Church S.	Rev. C. Stobie	Whalsay, Lerwick.
STIRLING.		
Airth, Dunmore Village E.S.	Miss C. Hamilton	Dunmore Park, Larbert, Stirlingshire.
Campsie, Lennoxtown, St. Machan's R.C.S.	Very Rev. M. J. Canon Turner	St. Machan's Rectory, Lennoxtown, Glasgow.
Denny R.C.S.	Very Rev. P. Canon Shivers	Denny.
Falkirk (Burgh), St. Francis R.C.S.	Right Rev. Monsignor Morris	Falkirk.
Grangemouth, Sacred Heart R.C.S.	Rev. P. Birnie	Institute Place, Grangemouth.
Kilsyth (Town) R.C.S.	Rev. P. Macnamara.	Roman Catholic Presbytery Kilsyth, Glasgow.
St. Ninian's, Bannockburn, St. Mary's R.C.S.	Rev. F. Macmanus.	Wester Greenyards, Bannockburn.

Name of School.	Correspondent.	Postal Address.
STIRLING—*cont.*		
St. Ninian's, Sauchie Fem. S.	Mrs. M. R. Steel-Maitland	Private Secretary's Office, 72, Cadogan Square, London, S.W.
Slamannan, Barnsmuir R.C.S.	Rev. J. MacDonald.	Slamannan, Stirlingshire.
Stirling (Burgh) E.S.	Rev. R. P. Brown	The Parsonage, Stirling.
„ „ St. Mary's R.C.S.	Right Rev. Monsignor Smith.	Irvine Place, Stirling.
SUTHERLAND.		
Golspie, Sutherland Technical Higher Grade S.	A. N. Macaulay	Town and County Bank Buildings, Golspie.
WIGTOWN.		
Penninghame, Newton Stewart, St. Ninian's R.C.S.	Rev. J. Roche	St. Ninian's, Newton Stewart.
Stranraer (Burgh), St. Joseph's R.C.S.	Very Rev. D. H. Canon Power.	St. Joseph's, Stranraer.
Wigtown, All Souls' R.C.S.	Rev. H. C. Clarke	Roman Catholic Church, Wigtown.

SALES SANCTIONED UNDER SECTION 36 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL 1907, TO 31ST MARCH, 1908.

Board.	School.	Date of Sanction.
Aberdeen	Aberdeen Primrose Public School	31st March, 1908 (amended).
Glasgow (Lanark)	Glasgow Balfour Public School	21st February, 1908.
Monymusk (Aberdeen)	Monymusk Public School	15th May, 1907.
Stirling	Stirling Raploch Public School	7th January, 1908.

LIST OF LOANS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT UNDER SECTION 45 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL, 1907, TO 31ST MARCH, 1908.

County.	Board.	Amount.		
		£	s.	d.
Aberdeen	Aboyne and Glentanner	100	0	0
„	Drumoak	2,167	0	0
„	Inverurie	5,115	0	0
„	Kenmay	800	0	0
„	Kintore	1,500	0	0
„	Logie Buchan	170	0	0
„	Logie Coldstone	330	0	0
„	Longside	370	0	0
„	Metblick	1,700	0	0
„	Monymusk	2,000	0	0
„	New Deer	545	0	0
„	Old Deer	375	0	0
„	Peterhead (Burgh)	7,250	0	0
„	Slains	600	0	0
„	Tarves	170	0	0
„	Towie	220	0	0
„	Turriff	3,900	0	0
Argyll	Campbeltown (Burgh)	800	0	0
„	Craignish	120	0	0
„	Kilbrandon and Kilchattan	75	0	0
„	Killean and Kilchenzie	1,450	0	0
„	Kilninian and Kilmore	525	0	0
Ayr	Colmonell	700	0	0
„	Dalmellington	1,730	0	0
„	Dalry	1,000	0	0
„	Dreghorn	6,700	0	0
„	Dundonald	11,500	0	0
„	Kilwinning	2,800	0	0
„	Loudoun	4,100	0	0
„	Old Cumnock	500	0	0
„	Stair	835	0	0
„	Stevenston	2,560	0	0
„	Tarbolton	658	0	0
Banff	Botriphnie	220	0	0
„	Cullen	1,300	0	0
„	Enzie	500	0	0
„	Keith	3,000	0	0
„	Rathven	820	0	0
Bute	Rothesay	5,000	0	0

County.	Board.	Amount.		
		£	s.	d.
Caithness	Watten	310	0	0
Clackmannan	Tillicoultry	320	0	0
Dumbarton	Bonhill	7,600	0	0
"	Cardross	1,000	0	0
"	Dumbarton (Burgh)	2,400	0	0
"	New Kilpatrick	2,370	0	0
Dumfries	Dumfries (Burgh)	450	0	0
"	Dryfesdale	550	0	0
"	Hutton and Corrie	100	0	0
"	Kirkpatrick Fleming	100	0	0
"	Langholm	350	0	0
"	Middlebie	4,200	0	0
Edinburgh	Cockpen	110	0	0
"	Cramond	3,600	0	0
"	Edinburgh	21,127	0	0
"	Inveresk (Landward)	750	0	0
"	Lasswade	4,200	0	0
"	Musselburgh	3,150	0	0
Elgin	Elgin (Landward)	325	0	0
"	Forres (Burgh)	1,455	0	0
"	St. Andrews Lhanbryd	200	0	0
Fife	Auchterderran	5,400	0	0
"	Ballingry	1,100	0	0
"	Beath	4,515	0	0
"	Carnbie	50	0	0
"	Carnock	130	0	0
"	Dysart (Burgh)	11,200	0	0
"	Elie	1,000	0	0
"	Kirkcaldy and Dysart (Landw'd)	500	0	0
"	Leslie	570	0	0
"	Lochgelly	7,000	0	0
"	Saline	2,500	0	0
"	Tulliallan	500	0	0
"	Wemyss	20,200	0	0
Forfar	Forfar (Burgh)	5,900	0	0
"	Kinnettles	250	0	0
"	Lintrathen	350	0	0
"	Menmuir	1,400	0	0
"	Montrose (Landward)	425	0	0
"	Murroes	650	0	0
"	Tealing	500	0	0
Haddington	Dirleton	1,900	0	0
"	Dunbar (Burgh)	285	0	0
"	Prestonpans	4,180	0	0
Inverness	Inverness (Landward)	306	0	0
"	Kiltarlity	350	0	0
"	Kingussie	5,299	0	0
Kincardine	Banchory Ternan	500	0	0
"	Nigg	500	0	0
"	Strachan	550	0	0
Kinross	Blairingone	200	0	0
Lanark	Bothwell	14,400	0	0
"	Cadder	5,450	0	0
"	Calderhead	100	0	0
"	Cambuslang	3,500	0	0
"	Cambusnethan	19,500	0	0
"	Carluke	8,500	0	0
"	Carnwath	144	0	0

County.	Board.	Amount. £	s.	d.
Lanark—*contd.*	Crawford	330	0	0
,,	Dalziel	1,080	0	0
,,	Dolphinton	600	0	0
,,	Douglas	600	0	0
,,	Govan	13,000	0	0
,,	Lesmahagow	4,990	0	0
,,	Maryhill	16,500	0	0
,,	Old Monkland	6,200	0	0
,,	Rutherglen	2,400	0	0
,,	Shettleston	6,570	0	0
Linlithgow	Bathgate (Landward)	2,500	0	0
,,	Bo'ness and Carriden	200	0	0
,,	Linlithgow	350	0	0
,,	Uphall	2,350	0	0
Nairn	Cawdor	122	10	0
,,	Nairn (Burgh)	1,229	0	0
Orkney	Lady	400	0	0
,,	Stronsay	210	0	0
Peebles	Innerleithen	1,450	0	0
,,	Traquair	610	0	0
,,	West Linton	5,000	0	0
Perth	Balquhidder	125	0	0
,,	Comrie	125	0	0
,,	Dron	280	0	0
,,	Dunblane and Lecropt	550	0	0
,,	Dunkeld and Dowally	380	0	0
,,	Kinclaven	140	0	0
,,	Kinfauns	200	0	0
,,	Muthill	200	0	0
,,	Perth (Burgh)	2,280	0	0
Renfrew	Cathcart	24,995	0	0
,,	Eastwood	18,695	0	0
,,	Gourock	10,000	0	0
,,	Greenock (Burgh)	5,700	0	0
,,	Renfrew (Burgh)	12,000	0	0
Ross and Cromarty	Alness	200	0	0
,, ,,	Fearn	562	0	0
,, ,,	Fodderty	460	0	0
,, ,,	Killearnan	375	0	0
,, ,,	Lochalsh	300	0	0
,, ,,	Nigg	350	0	0
,, ,,	Stornoway	800	0	0
Roxburgh	Hawick (Burgh)	9,200	0	0
Shetland	Dunrossness	500	0	0
,,	Tingwall, Whiteness, & Weisdale	82	0	0
Stirling	Denny	4,500	0	0
,,	Falkirk (Burgh)	4,940	0	0
,,	Kilsyth (Burgh)	2,500	0	0
,,	Kilsyth (Landward)	100	0	0
,,	Logie	570	0	0
,,	St. Ninians	2,250	0	0
,,	Stirling	8,300	0	0
Sutherland	Durness	450	0	0
Wigtown	Penninghame	850	0	0
,,	Whithorn	1,300	0	0
	TOTAL	£439,026	10	0

SCHOOLS RECOGNISED UNDER SECTION 67 (2) OF THE EDUCATION (SCOTLAND) ACT, 1872, SINCE THE PUBLICATION OF LAST REPORT.

County.	Name of School.
Dumbarton - - -	Kirkintilloch, Waverley Park School for Defective and Epileptic Children.
,, - - -	Old Kilpatrick, St. Stephen's Roman Catholic School.
Edinburgh - - -	The Holy Cross Higher Grade Academy.
Forfar - - - -	Dundee, Lawside, St. Joseph's Convent Higher Grade Roman Catholic School.
Lanark - - - -	Glasgow, St. Roch's Roman Catholic School.
Linlithgow - - -	Bathgate (L.) St. Anthony's Roman Catholic School.

Grants were promised on the ground that no sufficient provision existed for the children for whom the schools were intended, regard being had to the religious belief of their parents.

CODE, 1908.

NOTE REGARDING CLASSIFICATION OF SCHOOLS.

Classification of schools and definition of terms.

For the purpose of these and other regulations of the Department, it will be found convenient to use a classification of schools based solely on distinction of curriculum.

Of the designations at present in common use, the term "Elementary," as defined in the English Education Act of 1870, is not strictly applicable to any class of school in Scotland. The term "Higher Grade" connotes a school receiving grants under the Code, and is therefore restricted in its application. The term "Higher Class" comes originally from the Education Act of 1872, and is mainly of historical interest, having no necessary relation to the character of the work done in the schools so designated.

The nomenclature which it is now proposed to use is the following:—

Primary School.

Primary School.—A school, or a department of a school, giving an education based entirely upon English to pupils who are, as a rule, below the age of 14. A Primary School may contain individual pupils or small sections of scholars who are being instructed on the lines of an Intermediate or even, in exceptional circumstances, of a Secondary School.

Intermediate School.

Intermediate School.—A school providing at least a three years' course of secondary education (including, as a rule, instruction in a language or languages other than English) to pupils who, on entering, have reached the stage of attainment in elementary subjects indicated in Article 29 I. of the Code ("qualifying examination").

Secondary School.

Secondary School.—A school providing at least a five years' course of secondary education beyond the qualifying examination stage.

An Intermediate School corresponds generally to a Higher Grade School, but there are some Higher Class Schools which may fall into this category.

A Secondary School corresponds generally to a Higher Class School, but there are some Higher Grade Schools which have developed, or in suitable circumstances may be expected to develop, a complete Secondary School course.

Normal attainments of pupils in Intermediate and Secondary Schools.

An Intermediate School should retain its pupils until at least the age of 15–16, and the normal attainments of the pupils at that age should be those indicated by the Intermediate Certificate.

A Secondary School should retain its pupils till at least the age of 17–18, and no pupil who has not qualified for the award of some form of Leaving Certificate, or for one of the alternative Technical or Commercial Certificates, can be held to have completed the course satisfactorily.

Choice of subjects for curriculum.

Though the education of the Intermediate School is of the nature of secondary, as distinguished from primary, education, the choice of subjects and the relative importance to be given to them at various stages of the curriculum may properly vary within certain limits, according as the school is one providing a three years' course or one providing a five years' course. The curriculum of each type of school should be so arranged as to present, at the age at which the pupils normally leave, a certain unity and completeness.

On the other hand it is important that as between the Secondary School and the various Intermediate Schools of the same district there should be no unnecessary divergence of curriculum in the earlier stages, so that transference from the one to the other may not be impeded.

CODE (1908)

OF THE

SCOTCH EDUCATION DEPARTMENT

FOR DAY SCHOOLS.

CHAPTER I.

PRELIMINARY.

Articles 1-6 (a.)

1. A sum of money is annually granted by Parliament "For public Education in Scotland."

2. This grant is administered by the Scotch Education Department,* hereinafter called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, in—

(a.) maintaining schools for children (Article 6); and

(b.) training teachers.†

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(a.) "To any school board for and in respect of the public schools under their management."

(b.) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.)).

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

(a.) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

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* "The term 'Scotch Education Department' shall mean The Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education (Scotland) Act, 1872, s. 1)

† *See* Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools.

Articles 6 (*b.*)-10.

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) *See* Article 19 A. 8. (*b*).

(*c.*) The education given must consist chiefly of elementary instruction.

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

(*a.*) the average fee exceeds ninepence a week, or

(*b.*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (*a.*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August*, 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (*b.*)).

(*c.*) Higher class public schools (*ibid.*, sec. 62-64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by His Majesty on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, shall assign to the school a school year on the termination of which grants shall be conditionally due. Notice will be given of any change in the school year.

12. An inspector or sub-inspector may visit any public school, or other school subject to inspection, at any time without notice.

13. Grants are issued to each school only once per annum, as soon as may be after the close of the school year.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(a.) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(b.) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, 1872, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER II.

GRANTS TO DAY SCHOOLS.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(a.) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(b.) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

Articles 17 (c.)–18.

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

(*d.*) The principal teacher is certificated,† and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers.

(*e.*) Due notice is given to the Department of any changes in the school staff which occur in the course of the year.‡ The *first* grant to a school is, as a rule, computed from the date at which the appointment of a certificated teacher is notified to, and approved by, the Department.

(*f.*) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher; accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character may be accepted as trustworthy.¶

(*g.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception :—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

(*h.*) The income of the school is applied only for the purpose of public or State-aided schools.§

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A further inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

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* In administering this Article the accommodation in the case of *new* schools, or portions of schools newly added or enlarged, will be calculated in accordance with Rule 16 of the Department's Rules (dated February, 1906) for the Planning and Fitting up of Public Schools. In the case of *existing* schools, the Department will accept, for the present, the accommodation hitherto recognized, subject to the fulfilment of the general requirements of this Article, and provided that the number of children habitually in attendance in any one room does not exceed during any portion of the year the number of scholars for whom the room is recognised as providing accommodation. There should be exhibited in each class-room, or room in which instruction is habitually given, a placard indicating the number of scholars for whom it is recognised as providing sufficient accommodation.

† *See* Regulations for the Preliminary Education, &c., of Teachers, and also Footnote * to Article 32 (c) (2).

‡ In view of the provisions of the Elementary School Teachers (Superannuation) Act, 1898, attention to this rule is specially necessary in the case of certificated teachers.

¶ Under Article 21 of the Regulations for the Preliminary Education, &c., of Teachers, it is made a further condition of grant that facilities for the use of the school by Training Authorities for practice in teaching shall be given to an extent which the Department may consider reasonable.

§ *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

Conditions and Amount of Grants.

19. In this article the following normal organization of a school is contemplated :—(*a*) Infant Division, providing instruction suitable for children under 7 years of age; (*b*) Junior Division—Instruction suitable for children between the ages of 7 and 10; and (*c*) Senior Division—Instruction suitable for children between the ages of 10 and 12. Liberty of classification irrespective of age is permitted, provided that the Inspector is satisfied generally as to the reasons for the retention of children over 7, and of children over 10, in the Infant and Junior Divisions, respectively.

Pupils of the Senior Division who satisfy the conditions of Article 29 I. may be taught in "Supplementary Courses" or "Higher Grade Departments," but grant at the rates specified in Article 21 and Chapter IX. will only be payable on the attendances of children over 12 years of age.*

The arrangement of work within each division and the classification of the children may vary according to the circumstances of schools, but shall be such as are fitted to secure the standard of attainment specified in Article 29 I. by easy gradations. The classification should be such as to afford due opportunity for promotion, and promotion in one subject, *e.g.*, Reading, should not be made dependent on proficiency in another, *e.g.*, Arithmetic.

To the managers of a school which has met not less than four hundred† times in the morning and afternoon in the course of a year as defined by Article 11, grants‡ will be made at the end of the year on the conditions detailed in Section A. following, and at the rates specified in Section B.

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* *See* footnotes to Articles 21 and 142 (*a*).

† *Exceptions* :—

i. If a school is employed for the purpose of taking the poll at a Parliamentary election, under Section 6 of the Ballot Act, 1872, or at an election for a County Council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, or at an election for a Parish Council under the Local Government (Scotland) Act, 1894, or at a Municipal Election under the Municipal Elections (Scotland) Act, 1897, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year in consequence of a requisition under Article 30, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic, or other unavoidable cause for x weeks, the number of meetings required will be $\frac{46-x}{46}\times 400$. (*See* Article 30.)

iii. If a section only of the school has been closed in consequence of a requisition under Article 30, the average attendance may be calculated separately for that section, the proportionate reduction specified under this footnote being made from the number of meetings in respect of the section so closed, and the average attendance for the rest of the school being calculated in the ordinary way.

‡ All grants under this article, as well as any other grants which may be made under this Code, will be subject to the deductions made under the Elementary School Teachers (Superannuation) Act, 1898, Section 1 (2) (*b*), and the rules prescribed under that Act, in respect of any teacher employed in or in connection with the school.

Articles 19 A 1-19 A 7.

A. 1. That the organization of the school both as to Divisions and the classification within the Divisions is satisfactory.

2. That all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

3. That a satisfactory education is given to the children according to a scheme for each of the three Divisions, submitted to and approved by the Inspector.

4. This scheme of work shall, in all cases, and for all Divisions, make provision for :—

(*a.*) Adequate physical exercise according to an approved system.*

(*b.*) For the instruction of girls in Needlework, in general accordance with a scheme approved by the Department.

(*c.*) For the instruction of the scholars in Singing by note, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.

(*d.*) For the instruction of the scholars in Drawing (whether with or without Manual occupations) according to a scheme prescribed or approved by the Department, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.

(*e.*) For the committing to memory by the scholars of pieces of poetry of literary merit. This shall be a regularly recurring exercise provided for in the Time-table, but no set number of lines is prescribed.

5. The scheme of instruction shall further and principally make provision for the instruction of the scholars in the three subjects of reading, writing and arithmetic,† according to the degree of advancement suitable to the capacity of each scholar.

6. The scheme of instruction for the Junior Division shall in addition make provision for the following :—

(*a.*) Nature Study—the acquisition by the children, by means of observation and enquiry, of a knowledge of common objects, natural phenomena, and the surroundings of the school.

(*b.*) Practice in speaking English, based upon the preceding and upon the lessons of the reading book.

(*c.*) First notions of Geography.

7. In the Senior Division, instruction in the foregoing subjects, viz., Nature Study, English, and Geography, shall be continued and amplified, and there shall also be added some study of History according to an approved scheme of work.

N.B.—For suggestions as to suitable courses of study in the various subjects of school instruction reference is made to the Memoranda on the teaching of those subjects, issued separately.

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* The system of physical exercise should, as far as possible, follow the lines of the new Model course.

† For the teaching of Arithmetic, simple balances and examples of the common standard weights and measures should be provided, and should be made available for the use of the children.

Articles 19 A 8 (a.) 19 B 1 (c).

8. Managers shall submit to H.M. Inspector for approval[*]:—
   (a.) A scheme of the work of each Division in accordance with the foregoing requirements; and
   (b.) A time-table showing the classification adopted in each Division, and the time allotted to each main head of the instruction.

These documents, when approved by H.M. Inspector, shall be signed by him and returned to the school.

9. Deviations from the time-table of a minor or temporary character shall be recorded in the log-book, but when such changes are extensive, fresh time-tables should be submitted to H.M. Inspector, who may also call for a revision of the time-table at such intervals as he may think necessary.

10. At least 14 days' notice should be given to H.M. Inspector of the intended closing of the school on account of local holidays, or other causes, and intimation of the closing of the school on account of an epidemic should be made at as early a date as possible. Notice should also be given of the beginning and end of any vacation.

11. In each class a record of work done in each subject shall be kept in such detail as shall show the previous course of instruction at any time throughout the year. Any examination of a class which an Inspector may institute at any of his visits in order to satisfy himself as to the efficiency of the work, shall be based upon this record, and shall not have reference to any other standard of examination. But the Inspector shall report cases where the advancement of the instruction, having regard to the age and capacity of the children, seems inadequate, and may call for a revision of the time-table and scheme of work.

B. 1. When it appears from the report of the Inspector who has visited the school at any time during the school year, that the foregoing conditions have been observed, and that the school is maintained in a state of satisfactory efficiency, the following grants may be made:—
   (a.) On the average number in attendance[†] throughout the year of children under seven years of age, a *normal* grant of 18*s.*
   (b.) On the average attendance[†] of children between seven and ten, a *normal* grant of 20*s.*
   (c.) On the average attendance[†] of children over 10 years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., a *normal* grant of 22*s.*

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[*] Schemes once approved may be acted upon till the submission of a fresh scheme of work is required by the Inspector, or found desirable by Managers.

[†] The average attendances which are here taken as a basis for calculating grants are not those of the actual divisions of the school for purposes of instruction, though it is expected that there should be, as a rule, a general correspondence between them. When for purposes of instruction the inclusion of Infants in the Junior Division has been sanctioned the grants shall nevertheless be paid as in this section.

For the purposes of this grant the attendances of a child who becomes seven (or ten) during the first six months of the school year shall be registered under (*b*) or (*c*) respectively throughout the year; but if he does not reach the age stated till the second half of the school year his attendances shall continue to be registered under (*a*) or (*b*) respectively throughout the year.

Articles 19 B 2–19 B 6.

2. The normal rates of grant under Article 19 B. 1, may be increased by 6*d.* on account of exceptionally meritorious work in the corresponding Division of the school. An Inspector, in recommending this increase (which shall not be made unless the arrangements for physical exercise are satisfactory), shall specify in detail the grounds of his recommendation.

3. The normal rate of grant for any Division may be diminished by 6*d.* on account of defects in organization and classification (Article 19 A. 1), or in instruction under any of the heads 19 A. 4–7, and by 1*s.* for any observable neglect of the requirements of Article 19 A. 2, or for the omission of any essential portion of the approved curriculum. More serious defects will be visited by deductions from the grant under the provisions of Article 32 (*b*).

4. Where efficient instruction in Drawing is given by teachers recognised by the Department as qualified to give instruction in the subject, for at least 1½ hours a week throughout the year, in accordance with a scheme approved by the Department, a further grant may be made in respect of that instruction, as follows:—

On the average number in attendance throughout the year:

(*a.*) of children between seven and ten, 1*s.* 6*d.*

(*b.*) of children over ten years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., 1*s.* 9*d.*

The foregoing rates may be increased by 3*d.* in respect of the corresponding Division of the school when it appears from the report of the Inspector that the children, in addition to being taught Drawing satisfactorily, receive efficient training in an appropriate progressive course of simple exercises of hand and eye.

N.B.—This Drawing grant is not taken into account in making a reduction under Article 32.

The exceptional efficiency of the Drawing instruction in the school is one of the grounds on which an increase of grant under Article 19 B. 2 may be recommended.

5. Where there is a separate Department, and a separate certificated teacher for the Infant Division, and that Division is taught in accordance with Infant School methods, in rooms properly constructed and furnished for such instruction, the normal rate of grant for the children under seven years of age under Article 19 B. 1. (*a*) may be increased by 1*s.*

6. To the foregoing rates of grants specified under Article 19 B. 1, there shall be added in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds 65 per cent. but does not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 1*s.*; where

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* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number 2*s.*; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 3*s.*; where the average attendance exceeds 80 per cent. of such number, 4*s.**; and that in respect of each division.

7. In the counties specified in the foregoing section, if the infants and children in the Junior Division are partly taught by a Gaelic-speaking teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, the rate of the grants under Article 19 B. 1 (*a*) and (*b*) may be increased by one shilling.

C. (*Lapsed Article*).

D. In addition to the grant under Article 19 B., a special grant† of 10*l.* (or 15*l.*), may be made subject to a favourable report from the Inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making reduction under Article 32.

(*a.*) In thinly-peopled districts where the number of scholars that can be brought together at one centre is less than 20 (or where it can be proved to the satisfaction of the Department that any slight excess beyond this number is not likely to be permanently maintained), children under 10 years of age living more than two miles and children over 10 years living more than three miles from any aided school by the nearest road, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the Inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the Inspector at the central school, or at some other place approved by the Department, on a date of which due notice will be given, a grant may be made of 17*s.* for each child under 10 years of age on the last day of the school year, and of 18*s.* for each child who is over 10 years of age at that date, provided that the Inspector reports that each child is being satisfactorily instructed in the subjects of Article 19 A. 5, 6, and 7, and, if a girl, has been duly instructed in needlework.

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* The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the percentage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (*b.*) are not included.

The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

† *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

(b.) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the Inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

If registers of attendance are regularly kept, the average of such scholars (Article 26) will for the purposes of the calculation of the grant in relief of fees (Chapter VIII.), of the special grant payable under Section 67 of the Education (Scotland) Act, 1872, and Section 1 of the Education (Scotland) Act, 1897, and of the General Aid Grant be deemed average attendance at a school conditionally entitled to share in the Parliamentary grant for Education.

E. *Lapsed Section.**

F. If a notice of the Sanitary Authority under Article 30 has required not the closing of the school but the exclusion of certain children from school for a specified time or times, with a view to preventing the spread of disease, the Department shall have power, in calculating the grant due to the school to which the said notice relates, to disregard the period covered by such notice or to make a special grant not exceeding the loss of annual grant due to the exclusion of children under such notice or under any provision of an Act of Parliament.

20. I. For each blind or deaf-mute scholar in a day school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—

(a.) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(b.) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

II. (a.) Where provision, satisfactory to the Department, is made for the instruction of "defective" or "epileptic" children† in special classes (limited to 20 pupils), specially reserved for such children, under teachers specially approved by the Department for the purpose, the grant under Article 19 B. 1. (b.) and (c.) may be allowed as for an average attendance of 50, or any less number that the Department, having regard to the circumstances of the case, may determine.

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* For the subject matter of this Section, reference is made to the Regulations for the Preliminary Education, etc., of Teachers, published separately.

† By "defective" children shall be understood children who, not being imbecile, and not being merely dull or backward, are defective, that is to say, children who, by reason of mental or physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools but are not incapable, by reason of such defect, of receiving benefit from instruction in such special classes as are mentioned in this article. By "epileptic" children shall be understood children who, not being idiots or imbeciles, are unfit by reason of severe epilepsy, to attend the ordinary public elementary schools.

(*b.*) Application shall be made to the Department beforehand for the recognition of any such special class, and a separate return of the attendances thereat shall be made.

(*c.*) No child shall be admitted to the special class except upon the certificate of a duly qualified medical practitioner, approved by the Department, that the child in question is "defective" or "epileptic," and provision must be made for the subsequent medical examination of the children at such intervals as the Department may approve.

N.B.—The grants under this Article are not taken into account in making reductions under Article 32.

21. Where the scholars who have been enrolled in supplementary courses* with the approval of the Inspector (Article 29 I.) are suitably instructed singly, or collectively in classes of not more than 40, in the subjects of the Fifth Schedule and according to one of the courses of study outlined in the Sixth Schedule, or according to any alternative scheme † specially submitted to and approved by the Inspector, on behalf of the Department, a normal grant may be made of 50*s.* on the average attendance of children over twelve years of age‡ enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths, for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

(*a.*) Grants cannot be claimed both under this Article and under Article 19 in respect of the same scholars, but where the Inspector is of opinion that the requirements of this Article as regards pupils who have been taught in the supplementary course are not fulfilled, he may nevertheless recommend a grant on their account as if they formed part of the Senior Division of the school. Attendances of pupils under twelve years of age ‡ enrolled in the supplementary course shall be paid for at the rate allowed for the Senior Division of the School.

(*b.*) Grants will also be made for attendance of scholars (being over twelve years of age ‡) at approved courses of practical instruction, as follows:—

(1.) For attendance at a course of lessons in Experimental Science, at the rate of 12*s.* 6*d.* per 100 hours' attendance.

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* See Circular Letter Number 374 of date 16th February, 1903.

† In rural schools, such schemes may provide for the instruction of selected pupils in one or more languages in addition to the subjects of the supplementary course, or in substitution for subjects under Schedule V. B, or Schedule VI. to such extent as may be sanctioned by the Inspector. Certification as to the degree of a pupil's proficiency in any language may be obtained by presentation at the Leaving Certificate Examination, and no entry as regards languages will be made on the Merit Certificate.

‡ *See* Article 29 I. For the purpose of these grants, a pupil shall be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

Articles 21 (b.) (2)-(c.) (4)

(2.) For attendance at a course of Manual Instruction, or at lessons in Cookery*, Laundry Work, Dressmaking, or practical Household Economy, or at a course of practical instruction in Agriculture, Horticulture†, or Dairying, at the rate of 8s. 4d. per 100 hours' attendance.

The hours of attendance on which grant is claimed under this sub-section must not exceed a reasonable proportion of the total number of hours of instruction, and the Department reserves the right to disallow or to pay at a reduced rate attendances which are deemed to be excessive. An estimate of the probable number of hours of instruction must be submitted to H.M. Inspector beforehand for approval.

(c.) As a condition of the grants referred to in the foregoing sub-section the Department must be satisfied:—

(1.) That the accommodation provided for the purpose of any form of practical instruction is sufficient and suitable.

(2.) That the lessons are given by properly qualified instructors‡, and are, as a rule, of not less than 1½ hours' duration in each case.

(3.) That lessons for which these grants are claimed consist mainly of individual work on the part of the pupils, properly directed and supervised, and in general accordance with a scheme of work determined beforehand. No payment will be made on account of the attendances of pupils at any of these courses of instruction for more than one year unless the scheme of work provides for different and more advanced exercises in each successive year.

(4.) That, as a rule, not more than 20 pupils are taken at a time for a practice lesson by any one teacher.

N.B.—It has been found as a result of experience that such demonstration lessons as are necessary are best given in combination with the practice lessons, but until further notice applications for the recognition of a strictly limited number of separate demonstration lessons for the purposes of grant under this Article will be considered.

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* The attendance of boys at Cookery Classes may be reckoned in special circumstances approved by the Department beforehand.

† When a scheme of instruction in Agriculture or Horticulture for the schools of any district has been prepared by the authorities of a recognised Agricultural College, with the approval of the Department, the instruction under this head must be in general conformity with the said scheme, and subject to such supervision by officers of the College in conjunction with H.M. Inspector as the Department may direct.

‡ A teacher of Cookery under this section must, as a rule, hold a certificate from a Training School of Cookery recognised by the Department.

A teacher of Woodwork and Metal-work must, as a rule, hold the teacher's certificate in these subjects of the City and Guilds of London Institute, of the Educational Handwork or Sloyd Association of Scotland, of the Board of Examinations for Educational Handwork, or of some other recognised examining body whose requirements, standard of examination, and mode of conducting the examination, are for this purpose approved by the Department. But in these and other subjects of practical instruction the Department may, in special circumstances, recognise teachers whose competence is otherwise proved to the satisfaction of the Department.

Articles 22-24.

22. Where in any parish (or burgh in which the population does not exceed 10,000), in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres sanctioned by the Department, a school in which at least one teacher shall be certified by the Inspector to be qualified to give efficient instruction in the subjects of the approved curriculum, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c*), to such a school a further grant may be made of 6*s*. calculated on the average attendance of the pupils over 10 years of age.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,[*] or in an Infant School, an Infant Division, or class for Defective Children (Article 20 II.), one hour and a half [†];

(*a*.) Between the 1st of November and 1st of April, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.

(*b*.) Two consecutive hours are reckoned as an attendance and a half in the case of—

(1.) Scholars who are employed under any half-time Act.

(2.) Scholars residing two miles or upwards from a suitable State-aided school.

(*c*.) No additional attendances shall be reckoned under sub-section (*b*) of this Article for any scholar who has not attended at least 200 times in the course of the school year; and the additional attendances shall be limited to such a number as, when added to the number of actual attendances, will give a total equal to three-fourths of the number of attendances which such scholar could have made during the year.

24. Attendance of scholars at approved forms of physical exercise, or swimming lessons, under a competent instructor, or at any other form of instruction provided for in the time-table and approved by the Inspector as being of the nature of, or contributing to the efficiency of, the instruction under Article 19 A. 4, 5, 6, and 7 may be counted as school attendance for such number of hours as is shown in the time-table approved by the Inspector.

Should it be desired to count, as school attendance, attendance at special lessons occurring irregularly, and not provided for in the time-table, due notice of the time and place of such lessons shall be given to

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[*] This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

[†] Not including any time allowed for recreation.

I. (*d.*) the Inspector, and his approval obtained. Sanction under this Article for visits to museums, or for any form of out-door lessons, will not, as a rule, be given, except in the case of approved forms of physical exercise, for more than 20 scholars at a time, under the charge of one teacher.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Lapsed Article.*

29. I. A scholar who, in the ordinary course of school promotion, has been placed in the highest class of the Senior Division of the School, and has been in regular attendance at that class for not less than six months, upon being certified by the teacher of the class and by the head master of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in a supplementary course (Article 21) or a Higher Grade Department (Chapter IX.), and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 21 or Chapter IX. of the Code.* Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school, or that the selection of candidates for presentation under this Article has been improperly or carelessly made.

A pupil presented as aforesaid will be expected—

(*a.*) To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.

(*b.*) To write to dictation, with good spelling and legible and regular handwriting, a narrative passage previously unseen.

(*c.*) To answer questions as to the subject matter of, and the meaning of words and sentences in, the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences.

(*d.*) To write a composition, the heads being given, or to give in writing the substance of a passage read.

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* Enrolment for the purposes of these grants must be made from certain fixed dates (not more than three) proposed by the Managers and sanctioned by the Department. These dates, when selected, must be adhered to for a series of years. In default of any special application by Managers, these dates will be taken to be the 1st of August, 1st of January, 1st of April, or the next following days on which the pupil is in attendance.

Pupils may be enrolled at these dates after approval by the Inspector, and pupils who are otherwise qualified, except as regards approval by the Inspector, may be provisionally enrolled subject to confirmation by the Inspector at his next visit. Managers will be responsible for directing the attention of the Inspector to any cases of provisional enrolment since the date of his preceding visit, and no such enrolment will be deemed to be valid except when in accordance with a schedule signed by him.

(*e.*) To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.

(*f.*) To be reasonably proficient in the other subjects included in the approved scheme of work of the class.

II. Certificates of Merit may be issued by Managers,* with the sanction of the Department, at the fixed dates specified in the footnote to Article 29. I., to scholars who—

(*a.*) Have become 14 before, or during the course of, the term preceding the said fixed date.†

(*b.*) Have been in regular attendance‡ at an approved supplementary course for not less than one complete year.

(*c.*) Are certified by the head master to be of good character and conduct, and

(*d.*) Are shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course.

Each pupil enrolled in a supplementary course shall keep an individual record of the work done by him, to be submitted to the Inspector for verification and test at any of his visits, and, being vouched for by the teacher, to be made the basis of entry upon the merit certificate.

30. If the sanitary authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, require either the closure of the school in whole or in part, or the exclusion of certain children for a specified time, with a view to preventing the spread of disease or any danger to health likely to arise from the condition of the school, such requirement must at once be complied with, but after compliance appeal may be made to the Department if the requirement is considered unreasonable.

31. *Lapsed Article.*

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19, 21, and 22, and Chapter IX.) may be reduced,§—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during

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* The special attention of Managers is directed to the importance of Merit Certificates for the purpose of grants under Article 12 of the Continuation Class Code.

Intimation should be made to the Inspector on the appropriate form at the beginning of each term, of any candidates to whom it is proposed to award certificates at the close of that term, and if the Inspector signifies that he will be unable to visit the school during that term, exercise books and any other available evidence of the candidates' proficiency must be forwarded to him, together with the schedules containing the teacher's recommendations, for his consideration and decision as to the award of certificates. Managers will be responsible in all cases for due presentation of the evidence of proficiency, and for obtaining the Inspector's confirmation of the proposed award of certificates.

† *Exception.* A scholar whose birthday falls in the month of August or September will be held eligible for the award of the certificate on the 1st August preceding his fourteenth birthday.

‡ In the absence of explanations satisfactory to the Department, a minimum of 90% of possible attendances will be expected where attendance at a supplementary course has not been of more than one year's duration.

§ The conditions of this Article do not apply to grants under Article 19 D. or Article 20, nor to the grants for drawing under Article 19 B. 4.

Articles 32 (a)-32 (c.) (2.)

the year (Article 11), by its excess above the income* of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where a School rate of not less than 3*d.* in the pound on the "rateable value of the parish has been levied" (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889), this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the Inspector's report for serious defects, either in organization or classification, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding or defective ventilation of class-rooms, or for untidy state of rooms or offices, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the Inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—(1). If a sufficient staff of teachers for the number of scholars in average attendance at the school be not provided in accordance with the requirements stated below, a deduction at the rate of £1 for the year will be made on account of each of the first 15 scholars out of every 25 for whom a teacher is required, but not provided.†

(2). If the Department is satisfied as to the distribution of the Staff as between the various classes, and that in no case are more than 60 children habitually under the charge of one teacher, the various

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* *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department as educational.

† In administering this Article the Department will make allowance for moderate deficiencies in School Staff in cases where it can be shown, to the satisfaction of the Department, that such deficiencies are due to the operation of the Regulations for the Preliminary Education, &c., of Teachers. Pupil-teachers serving in terms of Article 68 of those Regulations, who were admitted from 1st July, 1907, or prior to that date, may be reckoned as part of the School Staff, and will be recognised as sufficient for an average attendance of 25 scholars, provided that the number so employed does not exceed two in any division of the school for every certificated teacher serving in that division. Women at present recognised as part of the School Staff in terms of Article 32 (c). (3) of the Code of 1906, will also continue to be recognised until further notice.

Articles 32 (c.) (2.)- 37.

members of the school staff will be recognised as sufficient for an average attendance of scholars as follows :—

A certificated * head teacher for 50 scholars.
A certificated * assistant teacher for 60 scholars.
An assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*) of the Code of 1906,† or Article 75 of the Regulations for the Training of Teachers. } for 45 scholars.
An assistant teacher fulfilling the conditions of Article 79 (*c*) of the Code of 1906.† } for 35 scholars.

(*d.*) By one-twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)), unless due to some exceptional and unavoidable cause, intimated at the time and accepted by the Department as sufficient. This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

(*e.*) Where a grant is payable for a school which has been closed, the amount of such grant shall not, as a rule, exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

33. In the application of Article 32 (*c.*), due allowance will be made for any unforeseen increase of attendance during the year for which grants are being paid.

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds,—

(*a.*) The Code and other regulations for the year.

(*b.*) All circulars and memoranda of the Department bearing upon methods of instruction, or relating to the management of the school.

(*c.*) Registers of attendance (Article 17 (*f*)).

(*d.*) A diary or log-book.

(*e.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(*f.*) A time table and scheme of work (Article 19 A. 8).

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, illness, visits of the compulsory officer, etc., which may require to be referred to at any future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

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* Certificates of qualification granted by the Board of Education (England) will be accepted as equivalent to those granted by the Department. Applications for the recognition, for the purposes of this Article, of teachers' certificates granted by other recognised authorities will be considered individually as occasion arises. A teacher who is qualified for recognition as a Certificated Teacher, with the exception that he (or she) has failed to satisfy the Department of his (or her) physical capacity in the manner prescribed by the School Teachers Superannuation Rules (Scotland) 1899, may be recognised for the purposes of this Article.

† *See* Article 71 of the Regulations for the Preliminary Education, &c., of Teachers, for the date at which recognition of these qualifications will cease.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. Any report by the Inspector, and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book.

40. The Inspector may call for the log-book and portfolio at any visit and will report whether they appear to have been properly kept. He will require to see entries accounting for any change in the school staff. He may also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

CHAPTERS III. and IV

41–112. *Lapsed Articles.*—For the subject matter of these chapters, reference is made to the Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools, published separately.

CHAPTER V.

LABOUR CERTIFICATES.

113–117. *Lapsed Articles.*—The provisions of these Articles are superseded by the Education (Scotland) Act, 1901, which prescribes the conditions under which total or partial exemption from the obligation to attend school may be granted by School Boards to children under 14 years of age.

CHAPTER VI.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity as principal or assistant teachers at the date (6th August, 1872) of the passing of the Education (Scotland) Act, 1872:—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

Articles 118 (1.) (c.)—118 (8.).

(c.) Have, as a rule, been employed continuously since the 6th of August, 1872, as principal or assistant teacher in elementary schools, or in training colleges.

(d.) Be recommended by His Majesty's Inspector, and the managers of the schools served in.

(e.) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) As a rule, pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) No pension may be granted to teachers who, in the exercise of their option under Section 5 of the Elementary School Teachers (Superannuation) Act, 1898, have accepted that Act in the prescribed manner.

Provided that, if a teacher who has accepted the Act is proved, to the satisfaction of the Department, to be unable to qualify for an allowance under the Act, he may be granted a pension under this Article not exceeding £20 per annum.

(4.) As a rule, no pension will be granted to a teacher on whose behalf application for a pension was not made before he attained the age of 65 years.

Where this condition is complied with, the Department may, on account of the teacher's special fitness, and on the application of the managers, allow his service to continue for a further limited time.

Where a pension is not granted, the applicant's status as a certificated teacher will not be affected by reason of his having attained the age of 65 years, or any greater age.

(5.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(6.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(7.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:—

		£
83	7 pensions of 30*l.* each	210
	31 pensions of 25*l.* each	775
	45 pensions of 20*l.* each	900
		1,885
	Donations and special gratuities (each year)	100
		£1,985

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(8.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

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* Minute of 16th June, 1884.

Articles 119-126.

CHAPTER VII.

TECHNICAL SCHOOLS.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

(*a.*) The resolution must be published at least once in not less than two newspapers circulating in the district.

(*b.*) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.

(*c.*) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state—

(*a.*) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.

(*b.*) The subjects which are to be taught in the school.

(*c.*) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

CHAPTER VIII.

Articles 127-136.

RELIEF OF FEES.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and, in certain contingencies, under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available, together with any sums voted by Parliament for the same purpose, shall be distributed to school boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict. c. 62. s. 67), and to the managers of other day schools and classes conditionally entitled to share in that grant, provided that such school boards and such managers shall conform to the conditions hereinafter set forth.

129. The distribution shall be made in respect of each financial year ending on the 31st of March, and shall be made in proportion to the average attendance of each school upon which annual grant was paid for the school year ended during the twelve months immediately preceding the 1st of March in such financial year.

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April and 31st March in each financial year make one or more payments on account of the amount accruing to each school under the preceding article.

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school, over and above such payment or payments on account as may have already been made.

133. The following conditions shall be observed by the managers of all State-aided schools sharing in the grant in respect of such schools, and by the school boards in respect of the school provision in the public schools of their district:—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A school board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the classes.

135. A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a school board, the payments due in respect of all the schools under the management of the board may be made to the Treasurer of the school board.

Articles 37-142 (c.).

137. Any school which may after the 1st of April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Fee Grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER IX.

HIGHER GRADE SCHOOLS.

138. Where a special staff of duly qualified teachers is provided for the instruction of pupils approved by the Inspector in terms of Article 29 I., at the rate of one for every 30 or fewer pupils on the roll, and where a well defined course of instruction, approved by the Department and extending over not less than three years, is given, such school or department may be recognised as a Higher Grade School or Department. As a rule, such a course must provide for the instruction of all the pupils according to a well-graduated scheme in the following subjects, viz.—English (including History and Geography), Mathematics (including Arithmetic), at least one language other than English, and Science and Drawing according to a scheme approved for the Leaving Certificate Examination in these subjects. The instruction in each subject should follow the lines indicated in Appendix No. IV.

139. Pupils who have completed a three years' course according to the approved scheme, and have qualified for the award of an Intermediate Certificate, may either continue their studies on the lines of their previous general course or may receive an education which is either predominantly scientific and technical, or predominantly commercial, or is specially suited for girls (Household Management Course).

140. In all cases the Department must be satisfied that the school possesses the necessary provision of class-rooms, laboratories, and workshops.

141. The requirements of Article 19 A. 2. 4. 8. 9. and 10, shall apply also to Higher Grade Schools.

142. Where an Inspector reports that the conditions of Article 19. A. 4 have been observed, and that a satisfactory course of instruction is being given in accordance with the foregoing requirements, grants may be made as follows:—

(*a.*) On the average attendance of pupils over twelve years of age * enrolled with the approval of the Inspector (Article 29. I.) in a recognised first year's course, 2*l.* 10*s.*

(*b.*) On the average attendance of pupils who, having completed a first year's course, are now pursuing an approved second year's course, 3*l.* 10*s.*†

(*c.*) On the average attendance of pupils who, having completed a second year's course, are pursuing their studies according to the scheme for the third year's course, or, being qualified as prescribed in Article 139, are receiving further instruction according to an approved scheme, 4*l.* 10*s.*†

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* See Article 29 I. For the purpose of these grants a pupil shall be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

† A grant at the higher rates specified in Articles 142 (*b*) and (*c*) will not be paid on the attendances of any pupil who has not been in attendance for at least six months at the preceding course.

143. In all the courses payment may be made for practical instruction, which is in accordance with the general aim of the course, on the conditions and at the rates specified in Article 21 (*b*) and (*c*).

144. The grants under Article 142 may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline, instruction, organisation or classification*, for non-fulfilment of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

145. For every Higher Grade School or Department, separate accounts must be kept, and the managers will be required to furnish a balance sheet showing clearly the income and expenditure of the school as a unit, independently of any junior or preparatory school with which it may be connected.†

146. A general register of all pupils of a Higher Grade School shall be kept, showing the date at which they were enrolled with the approval of the Inspector, the course followed and the number of attendances in each year.

Separate registers shall be kept of the attendances of the pupils of each year, and also of attendances at any classes of practical instruction.

147. Where in any parish (or burgh in which the population does not exceed 10,000) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, a school which satisfies the conditions required by the Department for a Higher Grade School or Department is recognised by the Department as fulfilling the conditions of Article 22, a grant of 10*s.*, calculated on the average attendance of scholars in such Higher Grade School or Department, may be made in addition to any grants which may be earned under Articles 142 and 143.‡

148. No grant other than those specified in this Chapter may be made on account of scholars in a Higher Grade School or Department, except the Grant in Relief of Fees, the General Aid Grant, and in Voluntary Schools, the Aid Grant under Chapter X.

149–153. *Lapsed Articles.*

CHAPTER X.

AID TO VOLUNTARY SCHOOLS.

154. Under the provisions of the Education (Scotland) Act, 1897, a sum of money is annually paid out of moneys provided by Parliament to the Scotch Education Department for aiding Voluntary Schools in

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* The organisation of a Higher Grade Department cannot be considered satisfactory where the statistics prove that of the numbers enrolled in the first year a large proportion do not complete the course. In all cases where any tendency of the kind appears a parallel Supplementary Course should be provided in the same or in another school, for the benefit of pupils who are not likely to continue their attendance at school for at least *three* years beyond the qualifying stage (Article 29 I.).

It is recommended that managers should print and distribute, for the information of parents and pupils, the approved Supplementary Course and Higher Grade Schemes of instruction provided by them, with an explanation of the object of each and a clear indication of the more prolonged school attendance necessary if the latter is selected.

† The conditions of Article 32 (*a*) must also be satisfied as regards the school as a whole (Elementary and Higher Grade Departments being taken together).

‡ In such schools the attendances of scholars over ten years of age who are not eligible for grants under this Article may be reckoned for grant under Article 22.

Articles 154-160.

Scotland. The Aid Grant shall be distributed amongst the managers of Voluntary Day Schools in Scotland in the manner, and on the conditions, set forth in the following Articles; and for the purposes of Article 32 (*a*) shall be deemed to be income derived from a source other than the Parliamentary Grant.

155. To the managers of each Voluntary Day School conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict., c. 62, s. 67), there shall be paid an Aid Grant equal to 3*s.* per head for the whole number of children in average attendance in the school provided that the accounts of the receipts and expenditure of the school shall be annually audited by a professional accountant, a banker or bank agent, or some person specially approved by the Department.

156. The payment shall be made in respect of each financial year ending on the 31st March, and shall be based upon the average attendance as shown by the annual returns for the school relative to the school year ended during the 12 months immediately preceding the 1st January in such financial year.

157. Any Voluntary School which may after the 1st April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant shall be entitled to share in the aid grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER XI.

REVISION OF CODE.

158. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

159. The Code shall be printed each year in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

160. The schedules and notes annexed to the Code, shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 158 and 159.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee
of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
26th February, 1908.

SCHEDULES.

I. to IV.—[Dropped].

V.—SUBJECTS OF INSTRUCTION UNDER ARTICLE 21.

VI.—SPECIMEN SUPPLEMENTARY COURSES UNDER ARTICLE 21.

FIFTH SCHEDULE.

SUBJECTS OF INSTRUCTION UNDER ARTICLE 21 COMMON TO ALL CLASSES.

A.—*The study of English.*

The main object of this study shall be to create a taste for good literature.

The chief means of carrying on this study should be:—

(1) Systematic home reading, with properly directed choice of books.

(2) An efficient system of reviewing, explaining, and testing in school the reading done at home.

(3) The committing to memory, after discussion and explanation, of suitable pieces of verse and of prose.

(4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know, whatever their occupations in after life are to be.*

Under this heading may be specified:—

(1) The Laws of Health.

(2) Money Matters—Thrift, Investment, Insurance.

(3) The Conditions of Trade and Employment.

(4) The Institutions of Government under which we live.

(5) The Empire—its history, growth, and trade; our Colonies and the openings for enterprise which they afford.

(6) Nature Study, Drill, and Singing.

Reference is made to Their Lordships' Circular letter, Number 374, of 16th February, 1903, for an explanation of the spirit in which They desire these studies to be pursued, and for certain suggestions as to method.

At this stage of study it is highly desirable that full use should be made of the Ordnance Survey map of the District in which the school is situated, both in connection with Nature Study, and also for the purposes of specific lessons in Geography.*

As stated in the Circular, it is not considered imperative that all the topics mentioned under Head B. should be taken up with the same set of pupils.

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* The Director-General, Ordnance Survey, Southampton, will be prepared, on application being made to him, to supply, for the use of schools, copies of a specially prepared edition of the Ordnance Survey map of any particular district, on the scale of one inch to the mile.

SIXTH SCHEDULE.

SPECIMEN SUPPLEMENTARY COURSES UNDER ARTICLE 21.*

I. COMMERCIAL COURSE.

(1) *Arithmetic.*—(*a*) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions.

(*b*) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (*e.g.*, calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.).

(2) *Bookkeeping.*—The principles ot Bookkeeping, illustrated by the keeping of accounts in simple form.

(3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.): their purpose and proper form.

(4) *Handwriting.*—Systematic practice to secure *speed* in combination with legibility and correctness of form.

(5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

(1) *Geometry and Mensuration.*—(*a*) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc.;

(*b*) Construction and use of graphs;

(c) For advanced pupils, mensuration of regular solids.

NOTE.—The teaching throughout must deal with concrete problems; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.

(2) *Applied Arithmetic.*—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.

(3) *Woodwork* or *Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.

(4) *Mechanics.*—The simple principles of Mechanics; and with more advanced students, elementary problems in Machine and Building Construction.

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* Reference is made to the Department's Circular letter Number 374 of date 16th February, 1903, for further explanation as to the scope and method of these Courses.

Attention is called to the following extract from the Circular:—

"SUGGESTIONS FOR SPECIALISED INSTRUCTION IN THE SEVERAL COURSES REFERRED TO IN THE CIRCULAR.

In making these suggestions, it should be clearly understood that the aim has been to indicate certain *possibilities* of each line of study for the benefit of those pupils who may continue in attendance at a Supplementary Course after fourteen years of age, or who may return to school for special study in the winter, in the manner suggested in paragraph 13 of the Circular; it is neither expected nor desired that any attempt should be made to cover the whole programme suggested for each Course before the age of fourteen. This applies more particularly to the programme suggested for the Industrial Course. In that Course it would be unreasonable to expect that more than a small portion of the work suggested should be overtaken before the age of fourteen; but it is most important that what is done should be on lines which may be followed out without any essential change in method, when attendance at the more advanced Continuation Classes comes to be substituted for attendance at the day school."

III. COURSE FOR RURAL SCHOOLS.

(1) *Nature Study.*—Continued so as to secure on the part of the pupils familiarity with,

(*a*) The rocks, soils, and plants of the district;

(*b*) The life histories of weeds and insect pests, with the remedies against them;

(*c*) Wind and insect pollination of plants;

(*d*) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be formed and made use of; observations on bees and bee-keeping should be made where possible; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

When the instruction is of a sufficiently practical character, given through the medium of a school garden, special grants will be allowed in terms of Article 21 (*b*) (2).

(2) *Geometry.*—As in the Industrial Course, but more especially in its applications to Land Measuring and Surveying.

(3) *Study of Newspaper Market Reports.*—With exercises and calculations based upon them.

(4) *The Keeping of Accounts.*

(5) *Optional— Woodwork* (or *Ironwork*) as above.

IV. HOUSEHOLD MANAGEMENT (GIRLS') COURSE.

(1) *Housekeeping.*—Including,

(*a*) Care of Rooms, Furnishings, and Clothing;

(*b*) Marketing, and the keeping of Household Accounts;

(*c*) Cookery;

(*d*) Laundry Work;

(*e*) Needlework—Especially Mending, Darning, and Cutting-out.

NOTE.—All the above subjects must be taught *practically.*

(2) Special extension of such topics under B. (1) of the Fifth Schedule as bear upon the *Health* of the *Individual* and of the *Family.*

(3) *Arithmetic.*—As applied in the calculation of prices and the practical use of the common weights and measures.

(4) *Scale Drawing.*—As applied to the making of diagrams for cutting out (optional).

(5) *Dressmaking,* and the use and care of the sewing-machine (optional).

For sea-board schools it is suggested that the subject of Navigation should be combined with certain subjects selected from the foregoing courses, *e.g.*, Geometry and Nature Study. The instruction in Navigation might proceed on the lines of the following syllabus:—

NAVIGATION.

(*Suggested Syllabus for Elementary Schools.*)

FIRST STAGE.

Form and dimensions of the earth; meaning of the following terms—Navigation, Seamanship, Axis of the Earth, North and South Poles, Equator, Equinoctial Line, Meridian, Latitude, Co-Latitude, Longitude, Difference of Longitude, Course Steered, Rhumb Line, Departure, Distance. To know the general construction of the Mariner's compass, and to explain what is meant by Variation, Deviation, and Dip of the Needle. To work examples of finding True Course from Magnetic Course, and *vice versâ.* To convert degrees of Latitude into miles, and miles into degrees of Latitude, and degrees of Longitude into time, and time into degrees of Longitude.

SECOND STAGE.

The first Stage ; and to know the use of the Azimuth compass, and to be able to construct a Napier's Card for given deviations. The Nautical mile, and length of a knot. Leeway. Instruments for measuring the speed of a Vessel. Plain sailing and Traverse sailing.

Easy examples to be worked.

THIRD STAGE.

First and Second Stages ; and use of Soundings, Parallel, Middle Latitude, and Mercator's sailing, a Mercator's Chart to be constructed from table of meridional parts ; data given by the Inspector (Mathematical theory of Chart not required). Easy examples in the above modes of sailing to be worked.

NOTE.—Concurrently with the above, elementary Mathematics might with advantage be studied, and it is recommended that a very rudimentary knowledge of Trigonometry should be imparted in the last stage.

Besides the simple text books, Managers should at least provide a cheap boat's compass (in a box), a book of Nautical Tables and a local Chart.

APPENDIXES.

I.—Showing separately (for 1908) all ARTICLES modified, and all new ARTICLES.

II.—[Dropped].

III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March, 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

IV.—MEMORANDUM as to CURRICULUM of HIGHER GRADE SCHOOLS or DEPARTMENTS.

APPENDIX No I.

SHOWING separately (for 1908) all ARTICLES

Articles in the Code of 1907 which are modified in the Code of 1908.

19. A. 6 (*a.*). Nature *Knowledge*—the acquisition * * *

19. A. 7. In the Senior Division, instruction in the foregoing subjects (*Section* 6) *shall be continued and amplified as follows* :—

(*a.*) *Nature Knowledge—direct experimental knowledge of the standards of measure and weight,*† *practice in applying them, in representing them to scale, and in making simple calculations resulting therefrom; some acquaintance with the natural features, the plant life, the industries and the productions, of the district.*

(*b.*) *English—practice in describing, orally, and in writing, actual observations and experiences, and in re-producing the substance of a reading lesson studied beforehand; some knowledge of the structure of English sentences, of the functions of words, and of the related meaning of words from the same root.*

(*c.*) *Geography—The Elements of Physical Geography. An outline knowledge of the main divisions of the world, with a more detailed knowledge of Europe and a further study of the British Isles and of the Colonies.*

(*d.*) *There shall also be added some knowledge of British History, advancing from an outline knowledge of the main periods to a more detailed study year by year. One of the reading books in use in the Senior Division must be a manual of History, suitable for use as a reading book in that division of the school.*

Footnote † to 19. A. 7.

For this purpose simple balances * * *

19. F. *Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article* 30, *or any provision of an Act of Parliament requiring the exclusion of certain children, the average attendance has been seriously diminished, and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant.*

APPENDIX No. I.

modified and all New Articles.

New, or modified, Articles in the Code of 1908.

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19. A. 6 (*a.*). Nature *Study*—the acquisition * * *

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19. A. 7. In the Senior Division, instruction in the foregoing subjects, *viz., Nature Study, English, and Geography shall be continued and amplified, and there shall also be added some study of History according to an approved scheme of work.*

N.B.—For suggestions as to suitable courses of study in the various subjects of school instruction, reference is made to the Memoranda on the teaching of those subjects, issued separately.

Footnote † to 19. A. 5.

For the teaching of Arithmetic simple balances * * *

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19. F. *If a notice of the Sanitary Authority under Article* 30 *has required not the closing of the school but the exclusion of certain children from school for a specified time or times, with a view to preventing the spread of disease, the Department shall have power, in calculating the grant due to the school to which the said notice relates, to disregard the period covered by such notice, or to make a special grant not exceeding the loss of annual grant due to the exclusion of children under such notice or under any provision of an Act of Parliament.*

Articles in the Code of 1907 which are modified in the Code of 1908.

21. (*b.*) (2.) * * * Laundry Work, *Dairying*, Dressmaking or practical Household Economy at the rate * * *

21. (*c.*) (5.) *But demonstration lessons in Cookery, or in other subjects of practical instruction in which demonstration lessons are necessary or useful, may be reckoned as lessons for the purposes of this grant to a number not exceeding half of the total number of lessons given, provided that attendance at such demonstration lessons shall not be reckoned for more than* 54 *pupils at a time.*

32. (*c.*) (1.) Footnote.‡

* * * of Teachers, *and until further notice* pupil teachers * * * of the Regulations *for the Training of Teachers* may be reckoned * *

34. * * * school funds, *besides the Code for the year, and* registers of attendance * * *

39. *The summary of the Inspector's Annual Report* and any remarks * * * log book *as well as any report of a visit without notice which may be communicated by the Department to the managers.*

40. * * * staff. He *will* also note * * *

New, or modified, Articles in the Code of 1908.

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21. (*b*). (2). * * * Laundry work, Dressmaking or practical Household Economy *or at a course of practical instruction in Agriculture, Horticulture*† *or Dairying*, at the rate * * *

Footnote.† [New].

When a scheme of instruction in Agriculture or Horticulture for the schools of any district has been prepared by the authorities of a recognised Agricultural College, with the approval of the Department, the instruction under this head must be in general conformity with the said scheme, and subject to such supervision by officers of the College in conjunction with H.M. Inspector as the Department may direct.

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21. (*c*.) (5.) [Dropped].

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21. (*c*.) [Added]

N.B.—It has been found as a result of experience that such demonstration lessons as are necessary are best given in combination with the practice lessons, but until further notice applications for the recognition of a strictly limited number of separate demonstration lessons for the purposes of grant under this Article will be considered.

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32. (*c*.) (1.) **Footnote.**†

* * * of Teachers. Pupil teachers * * * of those Regulations *who were admitted from 1st July, 1907, or prior to that date*, may be reckoned
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34. * * * school funds, —

(*a*) *The Code and other regulations for the year.*

(*b*) *All circulars and Memoranda of the Department bearing upon methods of instruction, or relating to the management of the school.*

(*c*) Registers of attendance * * *

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39. *Any Report by the Inspector* and any remarks * * * log book.

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40. * * * staff. He *may* also note * * *

Articles in the Code of 1907 which are modified in the Code of 1908.

118. (4.) * * * teacher *over* 65 *years of age* on whose * * * attained *that age or within three months after his attaining it.*

Provided that where application for a pension is made in terms of this Article, the Department * * *

144. * * * instruction for non-fulfilment * * *

155. * * * audited by a *chartered* accountant * * *

SIXTH SCHEDULE.

III. (*d.*) * * * Gardens should be *encouraged*; observations * * * neighbourhood.

New, or modified, Articles in the Code of 1908.

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118. (4.) * * * teacher on whose * * * attained *the age of 65 years.*

Where this condition is complied with the Department * * *

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144. * * * instruction, *organisation or classification,*† for non-fulfilment * * *

Footnote.† [New].

The organisation of a Higher Grade Department cannot be considered satisfactory where the statistics prove that of the numbers enrolled in the first year a large proportion do not complete the course. In all cases where any tendency of the kind appears, a parallel Supplementary Course should be provided in the same or in another school for the benefit of pupils who are not likely to continue their attendance at school for at least three years beyond the qualifying stage. (Article 29. I.).

It is recommended that managers should print and distribute, for the information of parents and pupils, the approved Supplementary Course and Higher Grade Schemes of instruction provided by them, with an explanation of the object of each and a clear indication of the more prolonged school attendance necessary if the latter is selected.

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155. * * * audited by a *professional* accountant * * *

SIXTH SCHEDULE.

Note to Schedule. [Added].

Attention is called to the following extract from the Circular (No. 374) :—

"*Suggestions for Specialised Instruction in the several Courses referred to in the Circular.*

In making these suggestions, it should be clearly understood that the aim has been to indicate certain possibilities of each line of study for the benefit of those pupils who may continue in attendance at a Supplementary Course after fourteen years of age, or who may return to school for special study in the winter, in the manner suggested in Paragraph 13 *of the Circular; it is neither expected nor desired that any attempt should be made to cover the whole programme suggested for each Course before the age of fourteen. This applies more particularly to the programme suggested for the Industrial Course. In that Course it would be unreasonable to expect that more than a small portion of the work suggested should be overtaken before the age of fourteen; but it is most important that what is done should be on lines which may be followed out without any essential change in method, when attendance at the more advanced Continuation Classes comes to be substituted for attendance at the day school.*"

III. (*d.*) * * * Gardens should be *formed and made use of;* observations * * * neighbourhood.

When the instruction is of a sufficiently practical character given through the medium of a school garden, special grants will be allowed in terms of Article 21 (*b*) (2).

APPENDIX No. IV.

Footnote.* [New].

The attention of managers is directed to the Memoranda on the teaching of the various subjects included in the curriculum, issued separately

APPENDIX No. III.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of Ross and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 4th day of March 1895.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management:

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain:

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein:

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose:

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890:

And whereas a sum out of the parliamentary grant is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts:

And whereas by a Minute of 10th April 1894 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved:—

That the Minute of 10th April 1894 is hereby withdrawn, and the following provisions are substituted therefor:—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say:

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school board districts in which the special arrangement may be adopted in such proportion and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require, special regard being paid to the reasonableness of the contribution made by the locality to the school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section four hereof, to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board or managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty-seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section forty-five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, appointed as aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

APPENDIX No. IV.

MEMORANDUM AS TO CURRICULUM OF HIGHER GRADE SCHOOLS OR DEPARTMENTS.*

The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.* of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey, by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C.) *Mathematics.*—

(a.) Geometry and Mensuration.—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(b.) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D.) *Drawing.*—The course of instruction in Drawing should be in accordance with a scheme specially approved for the purpose of the Leaving Certificate Examination in Drawing.

(E.) *Experimental Science.*—The course in Science should be in accordance with a scheme similarly approved and should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F.) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result at the end of the course should be that the pupils are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. Unless there is reasonable probability of these objects being attained the subject should not be attempted. There is no restriction in the choice of languages to be studied as part of the Higher Grade course, provided that the amount of language study is not excessive compared with the time allotted to other subjects of the curriculum. Latin or Greek may be proposed in substitution for a Modern Language, and if Latin is not taken as a separate subject of study, it is desirable that the lessons in English should include some elementary study of the Latin vocabulary and sentence construction in their bearing upon English.

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* The attention of managers is directed to the Memoranda on the teaching of the various subjects included in the curriculum, issued separately.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally.

REGULATIONS FOR THE PRELIMINARY EDUCATION, TRAINING, AND CERTIFICATION OF TEACHERS FOR VARIOUS GRADES OF SCHOOLS.

PREFATORY MEMORANDUM TO THE FIRST ISSUE OF THESE REGULATIONS.

Introductory.

Introductory

The Codes of recent years contained an undertaking to recast the course of instruction for pupil teachers, and a more comprehensive promise was made in the Code of 1905 to deal with the whole subject of a teacher's training and certification. The following Regulations are the result.

Their working might have been facilitated and their form in some measure modified, had the Education (Scotland) Bill of last session received the sanction of Parliament. It has, however, become possible to take advantage of Their Lordships' Minute of 30th January, 1905, establishing Committees for the Training of Teachers in connection with the Universities, and there does not seem to be any good reason for further delay.

General principles.

General education of candidates.

Though the details are necessarily somewhat complex, the general principles are extremely simple. The whole course is regarded as one continuous process having two aspects—(*a*) the general education of the future teacher, and (*b*) his professional training. Emphasis is laid upon (*a*) in the earlier part of the course, and upon (*b*) in the later. Yet the two are never entirely separated. Before admission as a Junior Student the candidate must have received a good general education testified to by fitness for the award of the Intermediate Certificate. Provision is also made in the case of intending candidates for obtaining evidence as to their probable fitness for the office of teacher by careful observation of those personal characteristics which make for or against success in their future occupation.

Professional training.

During the Junior Student course, more concentrated study will go hand in hand with systematic instruction in the art of teaching, practice under skilled supervision superseding the haphazard exercise which, it is to be feared, has hitherto been too frequently the lot of the pupil teacher. Similarly, while professional training will be the first and chief concern of the Training Centre, students who have reached a certain level of general education will, so far as is consistent with the requirements of proper professional training, be accorded every reasonable facility for pursuing their studies.

General Certificate to teach in Primary Schools (*Articles* 15–41).

Main object of Regulations.

Nature of general education.

The main object of the Regulations is to secure a sufficient supply of well-equipped teachers for the work of the ordinary public schools of the country. It follows that, apart from professional training, general education should extend much beyond the primary stage. Accordingly, the preliminary instruction to be undergone by the future teacher has been assimilated as far as possible to the ordinary curriculum of either a Secondary or an Intermediate School. In view of his destined occupation it is essential that his curriculum should include a thorough study of English and English literature, and also a sufficient grounding in certain other subjects, some knowledge of which is indispensable to an intelligent treatment of the whole range of work in a Primary School. But it is being increasingly recognised that an adequate discipline in the various subjects indicated—to wit, English, Experimental Science, and Drawing—is at the same time an integral element in a well-balanced course of Secondary Education. There should accordingly be no difficulty in accommodating the curriculum of any good Secondary School to the special needs of the future teacher. Subject to certain temporary provisions (Articles 67 to 75), the minimum requirements for recognition as a teacher in Primary Schools will be, firstly, the successful completion of an approved course of Secondary Education indicating attainments approximating to those required for the award of the Leaving Certificate, and, secondly, a subsequent and sufficient course of mainly professional training. The duty of making provision for the latter will rest

Minimum requirements for recognition.

upon the Training Authorities at each Training Centre. For this purpose the Provincial Committees for the Training of Teachers will establish clearly defined courses of instruction, distinguishing between the preparation necessary for teaching primary and secondary subjects respectively. As far as may be required, separate courses will be provided for men and for women. In their arrangements the Committees will avail themselves to the full of institutions accessible to the Students—the University, the Technical College, the School of Art, etc.—and will establish under their own management such classes only as these institutions cannot easily provide.

Provision to be made by Training Authorities for instruction of Students.

Qualification to teach higher subjects in Intermediate and Secondary Schools (Articles 42–46).

While duly safeguarding the interests of those now serving on the staff of Intermediate and Secondary Schools under the inspection of the Department, my Lords desire to secure that, for the future, all teachers of higher subjects shall be thoroughly trained for their most responsible duties. As stated above. it is contemplated that the Provincial Committees will establish courses specially designed for this purpose. Persons who do not desire to qualify as teachers of Primary Schools may be admitted to such courses, and may qualify as teachers of higher subjects in Intermediate and Secondary Schools upon fulfilment of the conditions laid down in the aforesaid Articles. Such persons will, as a rule, be expected to have graduated in Arts or Science before entering upon their course of professional training. They must pay the fee fixed for the course of training, and they will not be eligible for the award of allowances from the funds of a Provincial Committee, nor will they have the status of 'Certificated Teacher' for the purposes of the Elementary School Teachers (Superannuation) Act. On the other hand, a General Certificate (conveying qualification to teach in Primary Schools) will not, as such, qualify for employment as a teacher of higher subjects in Intermediate and Secondary Schools under the inspection of the Department, but the holder may obtain such qualification in respect of any particular subject by

Courses for teachers for Intermediate and Secondary Schools.

Qualification of holders of a General Certificate to be teachers of special subjects in Intermediate and Secondary Schools.

fulfilling the conditions of Articles 42–46 either during his Training College course or subsequently. These Articles are only intended to set up a general *standard* of qualification. The extent to which the possession of such qualifications will be insisted on as regards the staff of a school in receipt of grants from the Department will be a matter for separate regulation in the Code or Minute under which such grants are made.

Certificates to teach Special Subjects (*Articles* 47 *and* 48).

General conditions for recognition.

In connection with schools of all grades and with continuation classes a considerable body of persons find employment as teachers of special subjects, *e.g.*, Cookery, Laundry Work, Drawing, &c. The qualifications of such teachers have hitherto been ill-defined, and it is now sought to regularise them. Three conditions seem to be essential for recognition: (1) a general education of a moderate standard; (2) an expert knowledge of the special subject to be taught, testified to by the Diploma of a recognised institution; (3) a sufficient course of instruction in the aims and methods of education generally, and in the treatment, for purposes of education, of the special subject concerned. These conditions are the basis of the requirements of Articles 47 and 48.

Certificate to teach special subjects not a qualification for general work.

Certificates issued to teachers of special subjects will not in themselves qualify for employment on the general staff of schools of any grade, nor will they confer any of the privileges that belong to the holder of a General Certificate.

Possible Transference of Existing Training Colleges (*Articles* 26–29).

Establishment of "hostels." Articles 26–29.

The Minute of 30th January, 1905, makes it possible under certain conditions for Managers of existing Training Colleges to transfer their property in these Colleges to the Provincial Committees established under that Minute. But there is an alternative. Managers may retain their property in whole or in part. If they retain it, they may—while employing it in the first place for the purpose of giving religious instruction, according to their own views, to Students who elect to receive it at their hands, and for boarding and caring for those who consent to live under their discipline—grant the use of it to the Committees for all other purposes. The premises of Training Colleges where this system might be adopted would—in so far as they were used for boarding Students or for giving religious instruction—be regarded as "Hostels" for the purposes of these Regulations. The Managers would fix such fees as would cover in whole or in part their outlay for the objects specified. These fees would be paid by the Students to the Managers of the Hostels either out of their own funds or from allowances granted to them by the Committees. The Committees might further, in consideration of the fees being fixed at an amount insufficient to meet the actual cost of maintenance of the Students, make a subsidy in aid of the funds of any Hostel.

Duty of supervision.

Where Hostels were approved by a Provincial Committee, the duty of supervising the resident Students and of reporting on their conduct would devolve on the Managers of the Hostels. In so far as a Hostel was used for the purposes of religious instruction, the proficiency of the Students, as determined by its Managers, would be entered, should the Committee so determine, upon the Certificate granted to the Student. It would be permissible for persons or associations of persons other than the Managers of existing Training Colleges to establish Hostels under similar conditions.

Students not resident in hostels.

In no case would a Student be compelled, as a condition of being accepted, to reside in a particular Hostel, nor could the obtaining of a mark for religious knowledge be made a condition of granting the Certificate. In so far as Students were not resident in approved Hostels, the responsibility for their proper housing, the supervision of their conductand the making of the report specified in Article 29 would devolve directly upon the Provincial Committees or upon officers appointed by them.

It is important to note that when a Provincial Committee accepts the transfer of an existing Training College for all or for any purposes, Students will no longer be assigned to that College as a separate institution, but will be merged in the general body of Students.

Fees and Allowances (*Articles* 30–32).

Independent and fee-paying Students.

The Regulations contemplate the possibility of a certain number of Students providing for their own maintenance and paying fees for their instruction, and thereby obtaining a licence to teach without coming under obligation to serve in any particular class of school. My Lords are strongly of opinion that an increase in the number of such Students will be one of the most effective means of raising the profession of teacher to its proper level, and They trust that the responsible authorities will do all in their power to foster this increase. But having regard to the manner in which the supply of trained teachers for Primary Schools has been provided in the past, They recognise that for some time to come, and possibly in some measure always, there will be necessity for granting a certain number of allowances. But They feel that allowances should be granted only after careful inquiry, and that their number and amount should be kept strictly within the bounds of the actual necessities of individuals and of the time.

Allowances.

In order to secure a satisfactory supply of Junior Students, such additional monies as may be necessary will be placed in the hands of the Secondary Education Committee for each county or burgh. The schemes of these Committees, which must be approved by the Department, will in every case include an adequate number of allowances payable to accepted Junior Students. They will also, where circumstances seem to require it, make provision, by means of bursaries or otherwise, for enabling pupils who have passed the qualifying examination (Article 29 I. of the Code) to receive instruction that shall fit them for being nominated to Junior Studentships.

Country schools should constitute an admirable recruiting ground for teachers of the best type. In view of this, as well as of other considerations, the co-operation of the County Committees on Secondary Education may be expected to be most valuable.

Classes for the Further Instruction of Teachers (Article 55).

Classes for teachers in actual service to be transferred to Provincial Committees.

In order that the whole subject of the training of teachers in any district may as far as possible be brought within the purview of a single body, the initiative in establishing classes for the further instruction of teachers in actual service, as well as the expense of maintaining such classes (Article 91 (d) of the Code), has been transferred from County Councils to the Provincial Committees. These classes may be held at such convenient centres within the constituency of the Committee or Committees as may be determined, but the desirability of instituting vacation courses at the principal centres of training and the advantage of making use of the equipment and staff there available should be specially kept in view.

Establishment of vacation courses.

Temporary Provisions (*Articles* 67–75).

The ideal aimed at in these Regulations is that every teacher in a Scottish school shall be thoroughly trained and equipped for the work he is to undertake. But Their Lordships are well aware of the difficulties that would inevitably attend on too sudden a change from present conditions. With the view of obviating the various inconveniences that might otherwise attach to a period of transition, certain temporary provisions have been framed (Articles 67–75). These have been drafted after very careful consideration of the probable requirements over a series of years. Scrutiny will show that they are sufficiently elastic to admit of adaptation to unforeseen circumstances.

NOTE REGARDING CLASSIFICATION OF SCHOOLS.

Classification of schools and definition of terms.

For the purpose of these and other regulations of the Department, it will be found convenient to use a classification of schools based solely on distinction of curriculum.

Of the designations at present in common use, the term "Elementary," as defined in the English Education Act of 1870, is not strictly applicable to any class of school in Scotland. The term "Higher Grade" connotes a school receiving grants under the Code, and is therefore restricted in its application. The term "Higher Class" comes originally from the Education Act of 1872, and is mainly of historical interest, having no necessary relation to the character of the work done in the schools so designated.

The nomenclature which it is now proposed to use is the following:—

Primary School.

Primary School.—A school or a department of a school giving an education based entirely upon English to pupils who are, as a rule, below the age of 14. A Primary School may contain individual pupils or small sections of scholars who are being instructed on the lines of an Intermediate or even, in exceptional circumstances, of a Secondary School.

Intermediate School.

Intermediate School.—A school providing at least a three years' course of secondary education (including, as a rule, instruction in a language or languages other than English) to pupils who, on entering, have reached the stage of attainment in elementary subjects indicated in Article 29 I. of the Code ("qualifying examination").

Secondary School.

Secondary School.—A school providing at least a five years' course of secondary education beyond the qualifying examination stage.

An Intermediate School corresponds generally to a Higher Grade School, but there are some Higher Class Schools which may fall into this category.

A Secondary School corresponds generally to a Higher Class School, but there are some Higher Grade Schools which have developed, or in suitable circumstances may be expected to develop, a complete Secondary School course.

Normal attainments of pupils in Intermediate and Secondary Schools.

An Intermediate School should retain its pupils until at least the age of 15–16, and the normal attainments of the pupils at that age should be those indicated by the Intermediate Certificate.

A Secondary School should retain its pupils till at least the age of 17–18, and no pupil who has not qualified for the award of some form of Leaving Certificate, or for one of the alternative Technical or Commercial Certificates, can be held to have completed the course satisfactorily.

Choice of subjects for curriculum.

Though the education of the Intermediate School is of the nature of secondary, as distinguished from primary, education, the choice of subjects and the relative importance to be given to them at various stages of the curriculum may properly vary within certain limits according as the school is one providing a three years' course or one providing a five years' course. The curriculum of each type of school should be so arranged as to present, at the age at which the pupils normally leave, a certain unity and completeness.

On the other hand it is important that as between the Secondary School and the various Intermediate Schools of the same district there should be no unnecessary divergence of curriculum in the earlier stages, so that transference from the one to the other may not be impeded.

Regulations for the preliminary education, training, and certification of teachers for various grades of schools.*

CHAPTER I.

INTRODUCTORY.

Regulations to supersede those in Code.

1. The following Regulations shall come in place of those articles and schedules of the Code which deal with the admission, training and examination of pupil teachers and the training and certification of teachers.

Stages of preparation.

2. Subject to the special provisions of Articles 67–75 of these Regulations, the following shall be recognised as the regular stages of the course of preparation for the office of teacher, viz.:—(*a*) Junior Students, and (*b*) Students in Full Training.

CHAPTER II.

JUNIOR STUDENTS.

Nomination of Students.

3. Junior Students may be nominated to the Department from among young persons who have received instruction according to the curriculum approved for Higher Grade Schools (either in schools recognised as such or in Higher Class Schools, or in schools which, having regard to their equipment and to the qualifications of the staff to give instruction in the approved curriculum, are accepted by the Department as satisfactory for the purpose), and who at the end of their course have been found qualified for the award of the Intermediate Certificate (see Circular Letter No. 389 in Appendix No. II.).† The Department may also accept satisfactory evidence of an equivalent course of instruction undergone elsewhere. The nomination shall be made in the case of counties by the County Committee on Secondary Education. In the case of those burghs for

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* *Note.*—The words "he," "his," &c., in these Regulations, unless the context shows the contrary, are to be taken to include "she," "her," &c.

† See also footnote to Article 69 (*g*).

which there is a Burgh Committee* on Secondary Education, the nomination in the case of candidates from Voluntary or Endowed Schools shall be made by the relative Committee, but in the case of candidates from Public Schools by the School Board.†

School Record.

4. In the nomination of Junior Students the nominating body shall give due consideration to a report which applicants shall obtain from their principal teacher after giving him not less than six months' notice of their intention to present themselves for nomination. This report (the production of which may be called for in any individual case or cases by the Department) shall have particular reference to those qualities which seem to make for or against the applicant's ultimate fitness for teaching work. With a view to forming a judgment, the teacher may occasionally, during the three months immediately preceding the application, employ the applicant in giving instruction under supervision in the junior classes of the school.

Certificate as to health, &c.

5. Every person received as a Junior Student shall furnish a satisfactory medical certificate as to health and physical fitness in a form prescribed by the Department, and shall also produce a Registrar's Certificate of Birth or other satisfactory evidence of age.

Instruction during the course.

6. Junior Students shall receive their instruction at such schools as are approved by the Department for the purpose, regard being had to the accommodation, the equipment, and the provision of a sufficiently qualified staff.

Curriculum to be approved by Department.

7. The instruction shall be according to a curriculum submitted by the Managers of such schools and approved by the Department.

Conditions of approval.

8. To be approved by the Department a curriculum must provide for the instruction of the Students in the following subjects:—

English; at least one language other than English; History; Geography; Mathematics (including Arithmetic) and Experimental Science; Drawing and some form of Manual work (in the case of girls, Needlework); Physical Exercises; Music.

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* Including the Secondary Education Committee for the Parish of Govan.

† The nomination of Junior Students under this Article and the granting of allowances under Article 57 shall be made by the authority (County Committee or Burgh Committee or School Board, as the case may be) of the district in which the parents or guardians of the candidates reside.

Duration of course.

9. The course shall extend normally over three years. But Students who at the end of the second year have obtained the full preliminary qualifications necessary to study for graduation, may enter the University at the beginning of the succeeding Winter Session. On the other hand, Students who can produce testimony of exceptional aptitude for teaching, as well as of sufficient progress in their studies, may, with the sanction of Managers, apply at the end of their second year to be provisionally recognised as Assistant Teachers in terms of Article 75.

Records of Work to be kept.

10 (*a*). Systematic records shall be kept of the work of the Junior Students in the several subjects of the approved curriculum, and these records, together with the judgments of the examiners appointed by the Department, shall form the basis of the relative entries upon the certificate to be granted to the Junior Student on the satisfactory completion of his course (the Junior Student's Certificate). (*b*). In any year of his course a Junior Student may be presented at the Leaving Certificate Examination for examination on the Higher Grade Standard in any subject included in the approved curriculum, and any success so obtained shall be recorded upon his certificate. (*c*). In order to assist the examiners appointed by the Department in framing their judgments, all Junior Students shall, at the conclusion of their course and irrespective of any successes previously obtained in terms of (*b*), be presented as above at the Leaving Certificate Examination in the Higher Grade of all the subjects of the approved curriculum, except in so far as the Department may, upon good cause shown, grant exemption in respect of any particular subject.

Examination of Junior Students.

Training and practice in Teaching.

11. Managers shall submit for approval, as an integral part of the curriculum, a scheme for the systematic training of the Junior Students in the art of teaching each of the Primary School subjects. This training may be given either in the approved school or in a purely Primary School, as Managers may arrange, with the sanction of the Department. Such scheme may, at the discretion of Managers, provide for the requisite instruction and practice being given either at intervals throughout the course, or con-

tinuously during the last six months. Systematic record shall be kept of each Student's progress and proficiency in the art of teaching. The instructor charged with this part of the work shall embody his observations on each Student in a report which shall specify whether or not the Student gives satisfactory promise of becoming an efficient teacher.

Records of progress to be kept.

Instructor's Report.

12. The principal teacher shall further report as to the character and conduct of each Junior Student, his bearing and manner of speech, his influence with his fellows and generally as to his possession of the moral qualities requisite in a teacher.

Report by the principal teacher.

13. The nature of the reports obtained under Articles 11 and 12 shall be recorded on the Junior Student's Certificate, and no Junior Student will be held to have successfully completed his course, nor will his certificate be endorsed and recognised by the Department, unless these reports are satisfactory.

Satisfactory reports essential to secure endorsement.

14. Subject to the sanction of the Department, managers of approved schools may charge such fees for instruction in the course for Junior Students as they may see fit.[*]

Fees.

CHAPTER III.

STUDENTS IN FULL TRAINING (SENIOR STUDENTS).

15. Provincial Committees for the Training of Teachers in connection with the Universities,[†] established by the Department's Minute of 30th January, 1905,[‡] and Managers of Training Colleges may admit to training the following classes of persons:—(*a*) Persons who have obtained the Junior Student's Certificate (Articles 10–13); (*b*) Persons who, not having been admitted as Junior Students, have obtained a Leaving Certificate or have undergone an equivalent

Admission of Students.

Qualifications for admission.

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[*] For particulars as to grants and bursaries or maintenance allowances in respect of Junior Students, see Articles 56–57.

[†] Hereinafter referred to as "Provincial Committees." In reference to Students in Full Training the expression "Training Authorities" means a Provincial Committee or the Managers of a Training College.

See Appendix No. III.

course of instruction to the satisfaction of the Department, and have also, after not less than six months of practical training in a school, approved by the Department for that purpose, obtained satisfactory reports in terms of Articles 11 and 12; (*c*) Any person qualified for admission in terms of Article 73 of these Regulations; (*d*) Persons already recognised as certificated teachers (untrained); (*e*) Graduates in Arts or Science of any University in the United Kingdom, or of any University abroad approved for the purpose.*

Certificate as to health, etc.

16. No person who does not produce a satisfactory certificate as to health and physical fitness in a form prescribed by the Department can be recognised as a Student.

Duration of course.

17. The course of training for persons admitted under Article 15 (*a*), (*b*), or (*c*) shall be of not less than two years' duration, except in the case of those who have already passed in first year's papers at the Certificate Examination for Acting Teachers, when the course of training may, at the discretion of the Training Authorities, be shortened in accordance with the provisions of Article 73 (*c*). Certificated Teachers and Graduates (Article 15 (*d*) and (*e*)) may be admitted to a course of training of one year.

Curricula to be approved by Department.

18. The courses shall be according to curricula proposed by Training Authorities and approved by the Department.†

Conditions of approval. Professional training.

19. Approved courses must make satisfactory provision for the professional training of teachers.

Practice in teaching.

Managers of Schools to give facilities.

20. Adequate practice in teaching must be given to Candidates for the General Certificate in Primary Schools, and to Candidates for recognition as specially qualified teachers of higher subjects (Articles 42–46) in Intermediate or in Secondary Schools. To that end Training Authorities may arrange with School Boards and with other Managers for permission to use suitable Schools under conditions that, as to the number in

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* Women who have been placed in the Class Lists of one or other of the Final Honours Examinations in the University of Oxford or the University of Cambridge shall be deemed to be graduates for the purposes of these Regulations.

† Alternative courses of training designed with regard to the differing initial attainments of different classes of Students and to the various qualifications aimed at (Articles 39 and 43) may be submitted.

each school and as to the fee per student (*see* Article 64), may be approved by the Department.

The giving of facilities a condition of grant

21. The giving of such facilities to an extent which the Department may consider reasonable shall be a condition of grant to any school under any Code or Minute of the Department.

The curriculum—what it must include.

22. For purposes of professional training the curriculum shall include instruction in the elements of School and Personal Hygiene, Psychology, Ethics, and Logic, and also in the principles of education and in the history of educational systems and theories. It shall further provide for discussion of the methods of teaching each of the subjects of the Primary School curriculum and for correlated practice under proper supervision.

Further provisions as to curriculum.

23. These requirements being met, the curriculum may provide, to such extent as Training Authorities may determine, for the revisal or the development of the Student's knowledge of the subjects of general education embraced in the curriculum for Junior Students (Article 8). Special provision shall be made for such continuance as regards all the subjects of the Primary School curriculum, except where, in respect of any subject, it shall be shown to the satisfaction of the Department that the previous training of a Student renders further study therein unnecessary.

Students may attend University classes.

24. Students who upon entering hold the Leaving Certificate or the Junior Student's Certificate, or who have undergone an equivalent course of instruction to the satisfaction of the Department, may—to such extent as does not interfere with their professional training under Article 22—be allowed to attend any University class for which they are qualified as shown by an entry upon their Certificate. They may also, under the same condition, attend University classes in subjects in which no preliminary instruction is given in curricula approved for Junior Students. The instruction and training of such Students must be arranged on the basis of a well-defined curriculum (Article 18), the normal duration of which shall not be less than three years,* of which the University classes to be taken shall constitute an integral part.

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* Students whose professional training is arranged on the basis of a two years' curriculum may also be allowed, under circumstances approved by the Department, to attend any University class on the conditions set forth above.

Students may attend School of Art, Technical College, etc.

Subject to the conditions just specified for attendance at University classes, Students may attend classes in a School of Art, if they have received an entry for Drawing; or in a Technical College or an Agricultural College, if they have received an entry for Science.

Professional training for Certificated Teachers and Graduates.

25. Certificated teachers and graduates (Article 15 (*d*) and (*e*)) shall be obliged to attend only an approved course of professional training, extending over at least one year.

Lodging and supervision of Students.

26. It shall be the duty of each body of Training Authorities to see that the Students under their charge are suitably lodged in approved Hostels or otherwise, and to provide for their due supervision as regards conduct.

Hostels.

Fees for reception of Students.

Conditions as to residence.

Accounts to be submitted to Committee.

27. A Hostel is a place of residence for Students. A Hostel must be under the direct management of some body of suitable persons approved by a Provincial Committee. No Hostel shall be conducted for private profit. The managers of a Hostel may fix such fees for the reception of Students, and may make such conditions as to residence (including attendance at religious service or instruction) as they may see fit. The Committee, in approving a Hostel for the reception of Students under their charge, may lay down conditions as to the limit of fee to be charged, the sufficiency of the dietary and of the sleeping accommodation, and the provision of common rooms and of places for study. The complete accounts of the Hostel shall be submitted annually to the Committee, who, if they are satisfied that the expenditure is reasonable, and that the limit of fee has been observed, may make a contribution from their own funds in aid of any deficiency shown by the accounts.

Power of Committee to require residence in hostels or in registered lodgings.

28. No Student shall, as a condition of being accepted, be required to reside in, or give attendance at, any particular Hostel, but it shall be in the power of the Committee to require that every Student who is not residing with parents or other near relatives shall reside in one or other of the approved Hostels, or in lodgings registered by the Committee after inspection as suitable for Students.

Satisfactory report a condition of issue of Certificates.

29. The receipt of a satisfactory report by the Committee or Managers, in terms of Article 12, from the Principal or Warden of a Hostel or from the Director of Studies or other person or persons charged

with the duty of supervision of Students shall be a condition precedent to the issue of any Certificate on completion of the course.

Fees.

Training Authorities may remit fees and give bursaries or allowances.

30. Training Authorities shall charge a suitable fee for the whole course of instruction or for each year of the course, but they may, on good cause being shown, remit the fee (in whole or in part) in the case of individual Students. They may further make payment to individual Students of such bursaries or maintenance allowances as after due enquiry they may deem necessary.

Conditions attached to remission of fees, &c.

31. Every Student who is granted remission of fees or a bursary or maintenance allowance shall be taken bound to serve, for not less than two years, in schools eligible for grants under the Code. The precise term of such service will be specified by Training Authorities in each individual case, regard being had to the amount of the allowance granted. Every such Student shall also give adequate surety for the repayment of the advances made, in the event of non-fulfilment of the undertaking within a specified time, except for reasons approved by the Training Authorities as satisfactory.

Independent fee paying students not bound as to future employment.

32. Students who pay fees in full and receive no bursary or maintenance allowance will upon satisfactory completion of the prescribed course of study receive Certificates of qualification (Article 33), but they will not be bound in any way as regards their future employment.

CHAPTER IV.

CERTIFICATION OF TEACHERS.

Conditions of issue of Certificates.

33. Students who have completed an approved course to the satisfaction of the Department and have fulfilled the conditions of Article 29 will receive a General Certificate from the Provincial Committee, or from the Managers of the Training College, under whose direction they have been trained.

General Certificates to be of one class and to indicate proficiency.

34. General Certificates shall be of one class, but shall state the degree of proficiency of the Student in each principal subject of the course as that proficiency may have been determined by the responsible Lecturers,

in co-operation with the Chief Inspector of Training Colleges. But where such religious instruction as is included in the course has been given by an authority other than the Training Authorities, the relative mark to be entered shall be determined solely by such authority.

Mark for subjects omitted from Training College course.

35. When any necessary subject of general education has been omitted from a Student's Full Training course on the ground of adequate proficiency on entering, his mark for that subject shall be assigned on the basis of his Junior Student's Certificate, or of other sufficient evidence of attainment on entering.

Mark for subjects taken at a University, School of Art, &c.

36. Any mark entered in respect of a subject studied in a University class, in a School of Art, Technical College, or other institution at which attendance has been authorised in terms of Article 24, shall be determined as in Article 34.

Singing, Drawing, Physical Exercises, Woodwork, Needlework, &c.

37. The following special Regulations shall obtain with respect to Singing, Drawing, Physical Exercises, in the case of boys, Woodwork, and, in the case of girls, Needlework:—

(*a*) Applicants for General Certificates must have undergone a sufficient discipline therein during their course as Junior Students, or during any school course or courses accepted in lieu thereof.* But the relative mark of proficiency shall not be essential to recognition as a Certificated Teacher.

(*b*) In so far, however, as the subjects in question or cognate subjects, may, either now or at any future time, be compulsory in Primary Schools, no staff will, in normal circumstances, be held sufficient which does not contain an adequate proportion of teachers whose qualifications to teach the compulsory subject (or subjects) are attested either by satisfactory marks of proficiency recorded on General Certificates, or by Special Certificates issued in terms of Articles 47 and 48.

Status conferred by General Certificate.

38. Provided that the holder has in the first place satisfied the Department as to age and physical capacity in the manner prescribed by the School Teachers Superannuation Rules (Scotland), a General Certificate will confer the status of Certificated Teacher for the purposes

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* In the case of Drawing or Singing, exemption may be obtained on production of a certificate of natural incapacity, granted after sufficient trial.

of the Code.* Recognition as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act, 1898 will date from the 1st August following the completion of the course of training. Subject to the limitations stated in Article 37 (*b*) a general Certificate will also be recognised as evidence of qualification to teach Primary School subjects in any school under the Code, or in any Intermediate or Secondary School under the inspection of the Department.

Special instruction to equip Students for Supplementary Course work.

39. Training Authorities shall also provide instruction specially calculated to equip a Student for conducting Supplementary Courses as outlined in the Sixth Schedule of the Code for Day Schools in Scotland. Students who successfully complete a course of such instruction shall be entitled to receive upon their Certificates an endorsement of special fitness to have charge of the relative subject or subjects in connection with Supplementary Courses.

Institutions in connection with which such courses may be established.

40. Such courses of instruction shall be established in connection with an Agricultural College, a School of Domestic Economy, or a Technical College, according to the nature of the relative Supplementary Course. In the absence of provision for suitable instruction in such institutions, or for other reasons approved by the Department, they may be provided by a Provincial Committee or in direct connection with a Training College.

Attendance voluntary.

41. Attendance at such courses on the part of individual Students shall be voluntary, but the Department may at any time require as a condition of grant for a Supplementary Course that the teacher in charge shall have on his Certificate the endorsement specified in Article 39.

CHAPTER V.

TEACHERS OF HIGHER SUBJECTS.

Teachers of Higher Subjects in Intermediate and Secondary Schools.

42. Persons who at or before the date of these Regulations (7th June, 1906) were actually serving in

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* Holders of the General Certificate who are unable to satisfy the requirements of the Superannuation Rules, may, nevertheless be recognised for purposes of School Staff as equivalent to Certificated Teachers (*see* last sentence of this Article, and the footnote to Article 32 (*c*) (2) of the Code).

recognised positions in Intermediate and Secondary Schools under the inspection of the Department will rank as specially qualified teachers of the relative subjects in terms of the following Articles.* But, except with regard to such persons, the Department may at any time require, as a condition of efficiency, that any or every teacher appointed to the staff of such schools shall produce evidence of having been properly trained with reference to the particular subject he is to teach.

Requirements for recognition.

43. Applicants for recognition as specially qualified teachers of the undermentioned Subjects in Intermediate and Secondary Schools may or may not be holders of the General Certificate. Subject to professional training and probation (Articles 44 and 52), and subject also to the right of a Provincial Committee to recommend exceptions in individual cases, the following are the requirements which will be necessary for such recognition :—

English.

(*a*) In the case of English the applicant must either (i) hold the degree of an approved University with Honours in English; or, (ii) having taken an ordinary degree,† produce Certificates showing that, during his University course, he has given attendance at the Ordinary and the Honours Classes of English Literature, and at the Ordinary Class of History, and has displayed in the work of each of these such proficiency as may, in the opinion of the Professor or Lecturer, be reasonably required from one who is to teach English in Intermediate and Secondary Schools. In addition, whether applying under (i) or under (ii), he must produce a similar Certificate of satisfactory attendance and work in connection with an ordinary course in Geography, extending over one session.*

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* Up to July 31st, 1909, a similar privilege will be accorded to all who have given at least a year's satisfactory service in such positions. Thereafter this privilege will be limited to persons qualified for recognition as *Certificated* Teachers, or who have been provisionally recognised by the Department as Assistant Teachers in Intermediate or Secondary Schools, before the said date.

† Or, alternatively, such University course as the Provincial Committee may, with the sanction of the Department, approve as equivalent to an ordinary degree

A Foreign Language.

(*b*) In the case of any Modern Language other than English, he must, after obtaining the relative Higher Grade pass at the Leaving Certificate Examination, attend University Classes in the language chosen during at least two sessions, one of which must be spent in an Honours Class, and must obtain a satisfactory report on his work from the Professor or Lecturer as in (*a*). He must also submit to such further test (oral or other) of knowledge of the language as the Department may impose, and must—either before or after attending the University Classes specified above—spend a year of study, under conditions approved by the Department, in some country in which the language in question is spoken.† Such year of study may form part of a curriculum approved for Students in Full Training (Article 18). If the applicant does not hold the ordinary degree of an approved University, he must produce evidence of having undergone such course of University culture as, taken along with his year of study abroad, the Provincial Committee may, with the sanction of the Department, approve as equivalent to an ordinary degree.

Latin and Greek.

(*c*) In the case of Latin and Greek, he must hold the degree of an approved University (see Article 15) with Honours in Classics.

Mathematics.

(*d*) In the case of Mathematics, he must hold a similar degree with Honours in Mathematics and Natural Philosophy, or a degree in Pure or Applied Science, the standard for which in Mathematics and Natural Philosophy shall have been accepted by the Department as sufficient, and he must also have undergone an adequate discipline in the methods of Experimental Science, testified to by a pass in Science at the Leaving Certificate Examination, or by other evidence satisfactory to the Department.

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* Where no Ordinary University Course of Geography is available, the Provincial Committee shall establish or shall recognise an Ordinary Course of Geography outside the University, and where no Higher or Honours University Course of Geography is available, the Provincial Committee may, if they see fit, establish or recognise a Higher Course of Geography outside the University.

† Until further notice the requirement as to residence abroad will not be strictly enforced. A satisfactory appearance at the Oral Examination referred to in Paragraph 8 of the Memorandum of 10th September, 1907 (*see* Appendix No. IV.), will be accepted in lieu thereof.

Science.

(*e*) In the case of Science, he must hold a similar degree in Pure Science (Physical or Natural) and must also have undergone an adequate discipline in the methods of Experimental Science, testified to as in (*d*).

History and Geography.

(*f* To meet the case of Schools which may require specially qualified Teachers of History or of Geography, recognition of special qualification will be granted :—

(i) For History, if the applicant holds the degree of an approved University with Honours in History; or, alternatively, if, being qualified for recognition in English, he has also attended an Honours Course of History, extending over one session, and can produce a satisfactory report on his work as in (*a*).

(ii) For Geography, if the applicant, being qualified under any of the preceding sections or under subsection (i) of this section, has attended a Higher Course of Geography, extending over one session and has obtained a satisfactory report on his work, as in (*a*).

Training in teaching higher subjects.

44. Applicants for recognition in terms of this Chapter, if they be not already holders of the General Certificate, must have undergone an approved course of professional training, theoretical and practical, extending over such period as the Provincial Committee may propose and the Department may sanction. This course must include adequate instruction and practice in the methods of teaching the particular subject, or subjects, for which recognition is asked. In all cases, applicants during the period of practical training must also receive instruction as to the organisation and management of Intermediate and Secondary Schools in general, and they will be expected

Training in organisation and management.

to make themselves acquainted with the actual working of schools of this class in connection with the Training Centre to which they are attached.

Endorsement on General Certificate.

45. The holder of a General Certificate, provided he fulfils the requirements set forth in Article 43, and provided his course of professional training has included training and instruction as described in Article 44, may receive an endorsement of qualification to teach any of the higher subjects enumerated above. Such endorsement may be obtained either on completion of the period of Full Training (Chapter III.), or at any. subsequent time on fulfilment of the required conditions.*

Recognition as teachers of higher subjects only in Intermediate and Secondary Schools.

46. Persons other than holders of a General Certificate may, with the approval of the Provincial Committee, omit from their course of professional training (Article 44) practice in teaching all or certain of the Primary subjects, but no Certificate granted in these circumstances will carry with it a qualification as teacher of Primary Schools, nor will the holder be reckoned as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act.

CHAPTER VI.

TEACHERS OF SPECIAL SUBJECTS.

Qualification as teacher of a special subject.

47. Persons who at or before the date of these Regulations (7th June, 1906) were actually serving as recognised teachers of certain special subjects (cf. Art. 37 (*b*)), will rank as recognised teachers of these subjects in terms of this Article. But, except with regard to such persons, the Department may at any time require, as a condition of recognition, that any or every such teacher shall produce evidence of having been properly trained, with particular reference to the subject he is to teach. Special certificates (or, in the case of Certificated Teachers, endorsements upon their Certificates) of qualification as teachers of these

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* Where, in any individual case, it can be shown to the satisfaction of the Provincial Committee that a person otherwise qualified has been debarred through special causes from fulfilling the precise requirements specified in Article 43, an endorsement or some corresponding form of recognition may be granted on the production of other evidence of corresponding attainment, together with evidence of sufficient skill in teaching the higher subject in question, provided such evidence is approved as satisfactory by the Department.

which in Mathematics and Natural Philosophy shall have been accepted by the Department as sufficient, and he must also have undergone an adequate discipline in the methods of Experimental Science, testified to by a pass in Science at the Leaving Certificate Examination, or by other evidence satisfactory to the Department.

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(*e*) In the case of Science, he must hold a similar degree in Pure Science (Physical or Natural) and must also have undergone an adequate discipline in the methods of Experimental Science, testified to as in (*d*).

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(*f* To meet the case of Schools which may require specially qualified Teachers of History or of Geography, recognition of special qualification will be granted:—

(i) For History, if the applicant holds the degree of an approved University with Honours in History; or, alternatively, if, being qualified for recognition in English, he has also attended an Honours Course of History, extending over one session, and can produce a satisfactory report on his work as in (*a*).

(ii) For Geography, if the applicant, being qualified under any of the preceding sections or under subsection (i) of this section, has attended a Higher Course of Geography, extending over one session and has obtained a satisfactory report on his work, as in (*a*).

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44. Applicants for recognition in terms of this Chapter, if they be not already holders of the General Certificate, must have undergone an approved course of professional training, theoretical and practical, extending over such period as the Provincial Committee may propose and the Department may sanction. This course must include adequate instruction and practice in the methods of teaching the particular subject, or subjects, for which recognition is asked. In all cases, applicants during the period of practical training must also receive instruction as to the organisation and management of Intermediate and Secondary Schools in general, and they will be expected

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to make themselves acquainted with the actual working of schools of this class in connection with the Training Centre to which they are attached.

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Recognition as
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46. Persons other than holders of a General Certificate may, with the approval of the Provincial Committee, omit from their course of professional training (Article 44) practice in teaching all or certain of the Primary subjects, but no Certificate granted in these circumstances will carry with it a qualification as teacher of Primary Schools, nor will the holder be reckoned as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act.

CHAPTER VI.

TEACHERS OF SPECIAL SUBJECTS.

Qualification a
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* Where, in any individual case, it can be shown to the satisfaction of the Provincial Committee that a person otherwise qualified has been debarred through special causes from fulfilling the precise requirements specified in Article 43, an endorsement or some corresponding form of recognition may be granted on the production of other evidence of corresponding attainment, together with evidence of sufficient skill in teaching the higher subject in question, provided such evidence is approved as satisfactory by the Department.

subjects will be granted by the Department to the holders of Diplomas recognised by the Department for the purpose*, provided that the holder of the Diploma has in each case reached a certain standard of general education, satisfactory to the Department, before entering upon his Diploma course, has successfully completed such part of the general course of professional training for teachers (Articles 19 and 22) as may be prescribed, and has served the period of probation required by Article 53.

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48. Such Special Certificates will not confer recognition as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act, nor will they be accepted as a qualification for employment on the general staff of any school of any grade. But they may be held along with the General Certificate (Article 33), and a holder may at any time qualify for the award of a General Certificate on completing the prescribed conditions.

CHAPTER VII.

FINAL CERTIFICATION.

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49. Teachers who hold the General Certificate shall be regarded as being on probation for not less than two complete years of actual service in schools. The principal

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* The Diplomas which will be made the basis of a special qualification are as follows:—

(*a*) The Diploma of a Central School of Art—for a special qualification to teach Drawing:

(*b*) The Diploma of a Central Technical College or Institute—for a special qualification to teach any branch of applied Science or Technical Industry to which the Diploma is relative:

(*c*) The Diploma of a College of Agriculture—for a special qualification to teach Agriculture or Horticulture:

(*d*) The Diploma of a Commercial College—for a special qualification to teach any Commercial subject to which the Diploma is relative:

(*e*) The Diploma of a School of Domestic Economy—for a special qualification to teach any branch of Domestic Economy to which the Diploma is relative:

(*f*) The Diploma of a Physical Training College—for a special qualification to conduct Physical Exercises and School Gymnastics:

(*g*) Sufficient attendance at a recognised course of instruction and satisfactory proof of craftsmanship—for a special qualification to give instruction in woodwork, iron work, or other recognised manual occupation for schools.

(*h*) The Diploma of an University or of a recognised Central Institution—for a special qualification to teach Music.

teacher of each school in which a teacher on probation is engaged (if the probationer be not himself the only or the principal teacher) shall forward to H.M. Inspector of the district, at the completion of each year of the probationer's service (or on his leaving the school if the service has not been continued for a year), a report upon the manner in which he has discharged his duties and upon his fitness for continued recognition.

Issue of permanent Certificate.

50. The Inspector, upon consideration of such reports (if any), and after such investigations as he may deem it necessary to make, may recommend the issue of a permanent ('Parchment') Certificate upon the completion of the probationary period of two years. He may also recommend the extension of the probationary period for another year, or the withdrawal of recognition; but in the latter case his recommendation shall not be acted upon till it has been confirmed by a Chief Inspector after special enquiry.

Endorsement fo Infant Mistress

51. Women may receive upon their Certificates an endorsement of special qualification to act as Infant Mistresses, provided they serve for two complete years (not necessarily during the probationary period) in a recognized Infant Department, and obtain from the Inspector of the district a recommendation based upon reports of the principal teacher of that Infant Department, in the manner specified in Articles 49 and 50.

Probation for Higher Subject

52. Persons who desire to obtain recognition of special qualification to teach Higher Subjects in Intermediate and Secondary Schools (Article 42) must obtain a satisfactory report as in Article 49 after teaching for one year in such a school the subject for which recognition is desired. In the case of holders of the General Certificate, this condition may be satisfied by service in an Intermediate or Secondary School during the period of probation. In the case of the receipt of an unsatisfactory report, it shall be within the power of the Department to require a second year of probation. Should the second report be still unfavourable, it shall be within the power of the Department to refuse recognition, if the unfavourable report be confirmed after enquiry by the Chief Inspector or other person appointed to that end by the Department.

Probation for Special Subject

53. Persons who desire to obtain recognition under Articles 47 and 48 must serve one year as probationary

teachers of the subject for which they desire recognition, and must obtain satisfactory reports as in Articles 49 and 52, in so far as these Articles apply.

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54. The 'Parchment' Certificate granted to holders of the General Certificate (Article 33) on the completion of the required period of probation will be regarded as a permanent Certificate. It will not be withdrawn or suspended, except on grounds of misconduct, till the holder reaches the age of 65. It then lapses in terms of Section 1 (2) (a) of the Elementary School Teachers (Superannuation) Act, 1898, unless the Certificate is extended by the Department for a further limited period on the ground of special fitness. But as regards Special Certificates (Article 47) the Department, upon the receipt of not less than two unfavourable reports, made at intervals of not less than a year, upon the teacher's work in the relative subject, may require further attendance at a course of instruction or training as a condition of the continuance of the Certificate.

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Chapter VIII.

FURTHER INSTRUCTION OF TEACHERS.

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55. It shall be the duty of Provincial Committees to establish, from time to time and as occasion may require, at suitable centres within their districts, courses for the further instruction of teachers in actual service. These courses may be either in subjects of general education or in the methods of teaching particular subjects. Certificates, testifying to attendance and progress, will be given on the satisfactory completion of any course. An endorsement upon the general Certificate (Article 33) may be granted in respect of work done at such courses when it appears to the Department, upon consideration of the subject and of the duration of the course or courses attended, that such an endorsement is warranted.

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CHAPTER IX.

GRANTS.

Junior Students.

Grants payable.

56. Junior Students shall not be registered for grants under any other Code or Minute of the Department, but a grant at the rate of £8 *per annum* may be made under these Regulations in respect of each accepted Junior Student, up to a number not exceeding that for which the centre of instruction has been sanctioned by the Department.

Bursaries or maintenance allowances.

57. Provision of bursaries or maintenance allowances for Junior Students shall be made in the scheme of each Secondary Education Committee for a County or Burgh, and in the case of Burgh Committees* provision shall be made in such form that a definite sum shall be placed at the disposal of the school board for the provision of bursaries or maintenance allowances to Junior Students who have been pupils at schools under their charge. To enable them to make this provision,† the sum allotted to County and Burgh Committees for Secondary Education under the Department's Minute of 10th June, 1897, shall be increased by a contribution from the General Aid Grant. The proportion of the increased grant accruing to each Committee shall be payable on the condition that the Committee's scheme as a whole makes provision satisfactory to the Department, not merely for the payment of allowances to accepted Junior Students, but also of bursaries or allowances to facilitate the attendance at Schools recognised by the Department as providing satisfactory intermediate or secondary education of pupils from each parish within their district who have not yet obtained the Intermediate Certificate, regard being had to the population of the parish, the number of separate schools therein, and the number and character of available bursaries other than those granted by the Committee.‡

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* Including the Secondary Education Committee for the Parish of Govan.

† *See* second footnote † to Article 3.

‡ In the case of parishes where the home language of the children is Gaelic, the County Committee, in its nomination of Junior Students, as well as in the provision it may make for assisting the education of pupils who have not yet obtained the Intermediate Certificate shall give special consideration to the claims of those applicants who have a good colloquial knowledge of Gaelic.

Students in Full Training.

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58. In an account kept for the purpose by the Department there shall be reckoned to the credit of any Provincial Committee or of the Managers of any Training College in respect of every Student, who, having been trained during two years, completes the prescribed period of probation and becomes qualified to receive a Certificate in terms of Article 50 of these Regulations or Article 51 of the Code of 1906, the sum of £100 (men) and £70 (women). A further sum of £50 (men) and £35 (women) shall be reckoned to the credit of the Committee or College in respect of every Student fulfilling the conditions of the aforesaid Articles who has completed a third year of training or who, being a certificated teacher or a graduate (Article 15 (*d*) and (*e*)), or one of the persons referred to in Article 73 (*c*), has been admitted to and has completed one year of training.

Any sum standing to the credit of a Training College in terms of Articles 86 and 87 of the Code of 1906 shall, for the purposes of this Article, be credited to that College, or to any Provincial Committee to which it may have been transferred, and in like manner each Provincial Committee shall be credited with a sum in respect of the teachers trained by any Local Committee for the training of King's Students which it has replaced, calculated in accordance with the provisions of this Article and diminished by the total amount of grants paid to such Local Committee (omitting the grants for the last five years).

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59. The difference between the total amount of the sums reckoned to the credit of any body of Training Authorities in respect of Certificates issued on or before the 31st July in any year, and the total amount of the grants paid to such Training Authorities, in respect of the Students under their charge, up to that date (omitting, for the present year, the grants for the last five years), constitutes the limit of the amount of grant under Article 60 which may be paid to that body of Training Authorities in the succeeding year. The sums specified in Article 58 are taken solely for the purpose of determining this limit of grant, and do not represent in any sense sums due to Training Authorities.

But, if the grant as calculated in terms of Article 60 exceeds the sum standing to the credit of the Training Authorities and if the number of Students in training is greater than the corresponding number six years previously, then the excess of the grant over the limit laid down in this Article may be allowed to an extent not exceeding the maximum sum payable in terms of Article 60 in respect of such increased number of Students.

Grants to be pa

60. Subject to the limitation stated in Article 59, there shall be paid to Training Authorities in respect of every Student under their charge who, whether in receipt of a bursary or maintenance allowance or not, has signed a declaration signifying that he intends *bona fide* to adopt and follow the profession of teacher in schools which are eligible for annual grants under the Day School Code or in such other schools providing mainly a primary education as may be recognised by the Department for the purpose, and who has been in continuous training throughout the year,* the sum of £35 (men) and £30 (women).

This sum may be increased by £15 (men) and £5 (women) in respect of any Student resident in a residential College or in an approved Hostel.

It may be further increased by the sum of £3 *per* Student in respect of adequate provision for the instruction of the Students in Science.

Except as provided for in Article 63 in the case of the Provincial Committees, the sum of the foregoing grants to any Training Authority may be reduced by its excess over the net approved expenditure of the said Training Authority in the year in respect of which the grants are made.

Estimate of expenditure to submitted.

61. Training Authorities shall submit, at the beginning of the Training session, an estimate of their expenditure for the ensuing year in such form as the Department may prescribe, and also a list of the Students enrolled for training throughout the year, and, on these being approved, instalments of the grants specified in Article 60 may be paid to Training Authorities at such times and in such manner as may be determined. The balance of the grant will be adjusted as soon as the accounts for the year ending 31st July have been closed and audited, and a certified Abstract thereof has been submitted to and approved by the Department.

Instalments of grant.

Adjustment of balances.

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* In the case of Students enrolled in or before 1905 who leave at the end of their third Winter Session a reduced grant may be paid.

Form of Accounts.

62. The Abstract of Accounts referred to in Article 61 shall be prepared in such form as the Department may prescribe, and shall distinguish between expenditure incurred for the instruction and training of the Students, and expenditure in respect of bursaries or maintenance allowances to the Students on account of residence in Hostels or otherwise. It shall also show the income from fees paid by the Students.

Disposal of surplus.

Deficit to be met from General Aid Grant.

63. Any surplus shown by the accounts of the Provincial Committees shall be held by the Committees to be applied by them towards the improvement of the means of training within their district, in accordance with proposals approved by the Department, and any deficit in the accounts of the said Committees arising from expenditure approved by the Department shall be made good by a contribution from the General Aid Grant.

Payments to School Managers.

64. Payments to managers of schools in respect of facilities afforded by them for the training of the Students and their practice in teaching may be included in the accounts of a Provincial Committee to an amount not exceeding £2 *per* Student.

Students abroad—Allowances and fees.

65. Allowances to Students residing abroad and payments of fees on their account may be included in the accounts of the Provincial Committees to an amount approved by the Department in the case of each individual Student.

Further Instruction of Teachers.

Grants for courses for teachers in actual service.

66. Separate accounts shall be kept by the Provincial Committees of the expenditure incurred by them, with the sanction of the Department, in maintaining, at convenient centres within their provinces, classes for the further instruction of teachers in actual service in schools, or in assisting individual teachers to pursue their studies abroad. The expenditure so incurred shall be met, as regards three-fourths, by a special grant for that purpose, and as regards the remainder from the general funds of the Committee.

Chapter X.

TEMPORARY PROVISIONS.

67. In the year 1908, and until further notice, pupil teachers may be engaged to serve under the terms and conditions stated in the following Articles. Pupil Teachers.

68. Pupil Teachers admitted from 1st July, 1907, or prior to that date, may continue to serve in terms of their engagement, and to be reckoned as part of the School Staff, for the purposes of Article 32 of the Code, until the completion of their engagement. As part of school staff.

69 (*a*). Managers proposing to engage pupil teachers must satisfy the Department, in the first place, that they are in a position to provide in the school in which the pupil teacher is engaged, or by agreement with the Managers of another school, instruction of the kind specified in the following paragraph up to the standard of the Intermediate Certificate. Managers must provide adequate instruction for Pupil Teachers.

(*b*). Managers must submit for the approval of the Department a curriculum of suitable instruction in the following subjects:—English, History and Geography, Mathematics (including Arithmetic), one language other than English, Elementary Science, Drawing, Music and (in the case of girls) Needlework.* Scope of their curriculum.

(*c*). The Managers must enter into an Agreement in the terms of the Memorandum printed in Appendix No. V to these Regulations, and in accordance with that Agreement the Pupil Teacher shall not be employed in the work of instructing any of the classes of the school for an average of more than 12½ hours a week. Hours of employment.

(*d*). Candidates for engagement must not be less than 14 years of age, and must have satisfied the Inspector as to their proficiency in the subjects of the elementary school curriculum, in terms of Article 29 I. of the Code. The engagement of the pupil teacher shall be for a term of four years, but the duration of the engagement shall be subject to the provisions of Articles 69 (*g*) and (*h*). Age and qualifications.

(*e*). Pupil Teachers must, with a view to the award of the Intermediate Certificate, be presented in their second year at the Leaving Certificate Examination in all the subjects of their approved curriculum; Presentation for Intermediate Certificate.

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* The omission of any of the specified subjects will not be approved, except under circumstances of an exceptional kind, and where good cause can be shown.

and must also be presented to H.M. Inspector for oral examination in such subjects as may be deemed necessary.

A second opportunity.

(*f*). Pupil Teachers who fail to obtain the Intermediate Certificate in their second year may, with the sanction of the Department, continue to serve in terms of their engagement, and be presented at the Leaving Certificate Examination in their third year.

Successful Candidates may be nominated as Junior Students.

(*g*). Pupil Teachers who obtain the Intermediate Certificate in their second or third year will be eligible for nomination as Junior Students in terms of Article 3, and may have their engagement cancelled.*

Consequence of failure.

(*h*). Pupil Teachers who fail to obtain the Intermediate Certificate at the end of their third year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will no longer be recognised by the Department.

Pupil Teachers completing engagement.

(*i*). Pupil Teachers who have obtained the Intermediate Certificate may, if they have not been nominated as Junior Students, or do not accept such nomination, continue to serve as Pupil Teachers for the rest of their engagement, receiving instruction according to an approved curriculum, to the satisfaction of H.M. Inspector. At the end of their engagement they are perfectly free in the choice of employment. The eligibility for admission as Senior Students of Pupil Teachers admitted after 1906 will, unless they have been admitted as Junior Students in terms of sub-section (*g*) of this Article, be subject to the conditions of Article 15 (*b*), but Pupil Teachers admitted in or before 1906 who complete their engagement to the satisfaction of H.M. Inspector will be eligible for admission as Senior Students.

> [*Note.*—Pupil Teachers who completed the third or fourth year of their engagement in 1906 should (if they have not already passed the King's Scholarship Examination or qualified for exemption therefrom) take the King's Scholarship Examination

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* On the recommendation of the Inspector, the same privilege may be accorded to Pupil Teachers who, at the end of their third year, not being eligible for Intermediate Certificates owing to the restricted character of their curriculum (see footnote on preceding page), or for other good reason, have nevertheless satisfied the Inspector that they are capable of entering with profit on the work of a Junior Student Course.

in December, 1908; or qualify for exemption therefrom in terms of Article 70 (*d*) 6 of the Code of 1906.

The Department will, in special circumstances, be prepared to consider any application which may be made by school managers for individual Pupil Teachers who completed the first or second year of their engagement in 1906, to complete their engagement in terms of the preceding paragraph.

The King's Scholarship Examination will be discontinued after the examination held in December, 1908].

Grants for Pupil Teachers.

70 (*a*). Grants in respect of Pupil Teachers may be made as follows:—

(1). In respect of Pupil Teachers admitted as from 1st July, 1907, and subsequently, at the rate of £2 10s. for each completed year of service.

(2). In respect of Pupil Teachers admitted from or before 1st July, 1906, at the rates specified in Article 19 E of the Code of 1906, provided that, for the purpose of grant, the satisfactory completion of the engagement in terms of Article 69 (i) shall be held to be equivalent to the passing of the King's Scholarship Examination in the first class.

Registration of attendances for Grant under the Code.

(*b*). Attendances of Pupil Teachers at Higher Grade Schools may be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming grants under Article 21 or Chapter IX. of the Code.

Assistant Teachers (Article 79 of the Code of 1906) and Provisionally Certificated Teachers (Article 60 of the Code of 1906).

71. The following regulations will apply to the recognition of Assistant Teachers (Article 79 of the Code of 1906) and of Provisionally Certificated Teachers (Article 60 of the Code of 1906):—

(*a*) Persons who obtained recognition as Assistant Teachers and were actually serving as such in State-aided Schools in Scotland before 31st December, 1895, may continue to be so recognised.

(*b*) Persons who have obtained (or obtain) recognition as Assistant Teachers or as Provisionally Certificated Teachers after the 31st December, 1895, may continue to be so recognised until 31st December, 1914.

(*c*) After 31st July, 1908, no persons (beyond those already recognised) will receive recognition as Assistant Teachers or as Provisionally Certificated Teachers except Pupil Teachers admitted in or before 1906, who satisfactorily complete their engagement subsequently to that date, and those who are successful at the King's Scholarship Examination in 1908. Persons who, prior to 31st July, 1908, had completed the qualifications laid down in Article 79 of the Code of 1906, but had not entered upon service, may, however, be recognised as Assistant Teachers if proposed by responsible Managers prior to 31st July, 1910.

(*d*) After 31st December, 1914, no Uncertificated Teacher will be recognised as part of the staff of any School for the purposes of Article 32 of the Code with the exception of :—

(1) Any persons who were recognised as Assistant Teachers (Article 79 of the Code of 1906) and were actually serving as such in State-aided Schools in Scotland in or before the year 1895, and,

(2) Junior Students provisionally recognised as Assistant Teachers under Article 75 of these Regulations.

Certificate Examination for Acting Teachers.

72. The following Regulations apply to the Certificate Examination* for Acting Teachers :—

(*a*) Candidates are no longer required to pass two examinations. One set of papers only will be set, the general standard of which will be that of second year's papers in former years.

(*b*) The examination will be open to candidates who are upwards of twenty years of age on the 1st October following the date of the examination, and have *either*—

(1) Been employed for not less than one year as Provisionally Certificated Teachers (Article 60 of the Code of 1906), *or*—

(2) Served as Assistant Teachers (Article 79 of the Code of 1906) for at least twelve months in day schools approved by the Department, under Certificated Teachers, and obtained a favourable report from an Inspector on their skill in teaching.

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* Due notice will be given of the discontinuance of this Examination.

(*c*) The special conditions contained in Articles 47 II. (*c*) and 48 (*a*) and (*b*) of the Code of 1906 shall apply to those candidates only who graduated in or before the year 1906.

(*d*) No candidates will be recognised as Certificated Teachers until the Department is satisfied in the manner prescribed by the School Teachers Superannuation Rules (Scotland) of their age and physical capacity.

(*e*) Successful candidates will be recognised as Certificated Teachers from the first day of the month succeeding the date of the examination, and, upon the fulfilment of the conditions as to probation laid down in Articles 49 and 50 of these Regulations, will be awarded certificates, which will be of one class only and will be held subject to the provisions of Article 54 of these Regulations.

(*f*) Candidates who fail to obtain the certificate may, nevertheless, if their performance at the examination warrants such a course, be recognised by the Department as having obtained the equivalent, for the purposes of Article 73 (c) of these Regulations, of a pass in first year's papers.

(*g*) The examination in 1908 will be held at such centres as may be necessary, on Tuesday, 7th July, and following days. The Regulations and Syllabus may be had by candidates, or School Managers, on application to the Department.

(*h*) The names of all candidates must be notified to the Department by the Managers of the schools in which they are serving (or in which they last served) before the 1st of May.

NOTE.—This rule (*h*) will be strictly enforced.

Admission of Assistant Teachers and others as students in full training.

73. Subject in every case to the fulfilment of the condition laid down in Article 16 of these Regulations, the following rules will apply to the admission, as Students in Full Training, of certain persons who might not otherwise be eligible in terms of Article 15.

(*a*) (*Lapsed.*)*

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* Candidates who qualify on or before 1st July, 1908, in terms of Article 73 (*a*) of these Regulations for 1907 may be admitted to training in October, 1908.

(*b*) *In any year up to and including* 1914 there may be admitted as Students in Full Training :—

1. Pupil Teachers who have passed the King's Scholarship Examination (1st, 2nd or 3rd Class), or who have obtained exemption therefrom in terms of Article 70 (*d*) 6 of the Code of 1906.

2. Persons other than Pupil Teachers who have passed the King's Scholarship Examination in the 1st or 2nd Class at the Examination held in 1906 or any previous year.

3. Pupil Teachers admitted in or before 1906 who have satisfactorily completed their engagements in terms of Article 69 (*i*) of these Regulations.

4. Persons who have served in State-aided Schools in Scotland for not less than twelve months as Assistant Teachers (Article 79 of the Code of 1906) or as Provisionally Certificated Teachers (Article 60 of the Code of 1906).

(*c*) In the case of any candidate for admission as a Student in Full Training who has in or before 1906 passed in first year's papers at the Certificate Examination for Acting Teachers, or who has since that date been recognised in terms of Article 72 (*f*) of these Regulations, the normal period of training may, at the discretion of the Training Authorities, be shortened by not more than one year.

Status of persons who have passed the Certificate Examination.

74. Persons who subject to probation have qualified at the Certificate Examination for Acting Teachers for the award of a Certificate will be regarded as Certificated Teachers for the purpose of the Code and may obtain an endorsement as Trained Certificated Teachers by undergoing a course of Training for one year (Article 17). They are also eligible for the endorsements on their Certificates specified in Articles 45 and 51 of these Regulations on fulfilment of the prescribed conditions.

Junior Students may be provisionally recognised as Assistant Teachers.

75. Until such date as the Department may determine, Junior Students who have successfully completed their course (Article 9), and who can produce testimony of exceptional aptitude for teaching, may apply to be

provisionally recognised for service as Uncertificated Assistant Teachers. But provisional recognition granted on such application shall in no case be continued for more than two years.

For purposes of school staff (Article 32 (*c*) 2 of the Code) such Uncertificated Assistant Teachers will be recognised for 45 scholars.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee
of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
10th April, 1908.

APPENDIXES.

I.—SHOWING SEPARATELY (for 1908) ALL ARTICLES MODIFIED AND ALL NEW ARTICLES.

II.—CIRCULAR LETTER stating conditions under which Intermediate Certificates are issued.

III.—MINUTE OF THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 30th January, 1905, providing for the Establishment of Committees for the Training of Teachers.

IV.—MEMORANDUM as to the Examination of Candidates for recognition as qualified teachers of Modern Languages.

V.—FORM OF MEMORANDUM OF AGREEMENT FOR PUPIL TEACHERS

APPENDIX No. I. - - - - -

SHOWING separately (for 1908) all ARTICLES

Articles in the Regulations of 1907 which are modified in the Regulations of 1908.
10. (*b.*) A Junior Student may * * *
24. * * * well-defined *three years'* curriculum (Article 18), of which the University * * *
29. * * * Committee, in terms of * * *
37. * * * Drawing, *Woodwork,* Physical Exercises, and, in the case of girls, * * *
37. (*b.*) * * * subjects in question may * * *

APPENDIX No. I.

modified and all **NEW ARTICLES.**

New, or modified, Articles in the Regulations of 1908.

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10. (*b.*) *In any year of his course* a Junior Student may * * *

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10. (*c.*) [New].

In order to assist the examiners appointed by the Department in framing their judgments, all Junior Students shall, at the conclusion of their course and irrespective of any successes previously obtained in terms of (b), be presented as above at the Leaving Certificate Examination in the Higher Grade of all the subjects of the approved curriculum, except in so far as the Department may, upon good cause shown, grant exemption in respect of any particular subject.

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24. * * * well-defined curriculum (Article 18), ***the normal duration of which shall not be less than three years**** of which the University * * *

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24. Footnote* [New].

Students whose professional training is arranged on the basis of a two years' curriculum, may also be allowed, under circumstances approved by the Department, to attend any University class on the conditions set forth above.

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29. * * * Committee *or Managers* in terms of * * *

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37. * * * Drawing, Physical Exercises, ***in the case of boys, Woodwork,*** and, in the case of girls, * * *

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37. (*b.*) * * * subjects in question, ***or cognate subjects,*** may * * *

39. * * * charge of the relative Supplementary Course.

42. Persons who at the date of these Regulations *may be* actually * * * of the Department will *at once take* rank * * *

42. Footnote *.

* * * in such positions, *provided an application to that effect be forwarded through a Provincial Committee, accompanied by a recommendation from the Committee that the application be granted.*

43. (*b*.) Footnote*.

* * * strictly enforced. *Recognition under* the Memorandum of 1*st January*, 1907 (*see* Appendix No. IV.), * * *

45. Footnote *.

* * * Provincial Committee that a *holder of the General Certificate* has been * * * an endorsement may be granted * * *

47. Persons who at the date of these Regulations *may be* actually * * * (cf. Article 37 (*b*)), will *at once take* rank * * *
Special certificates of qualification * * * as may be prescribed.

47. Footnote*.

(*e*) * * * to teach *Housewifery or any branch thereof*

38. Footnote* [New].

Holders of the General Certificate who are unable to satisfy the requirements of the Superannuation Rules, may, nevertheless, be recognised for purposes of School Staff as equivalent to Certificated Teachers (see last sentence of this Article, and the footnote to Article 32 *(c)* (2) *of the Code).*

39. * * * charge of the relative *subject or subjects in connection with* Supplementary Courses.

42. Persons who at *or before* the date of these Regulations (*7th June,* 1906) *were* actually * * * of the Department will rank * * *

42. Footnote*

* * * in such positions. *Thereafter this privilege will be limited to persons qualified for recognition as Certificated Teachers or who have been provisionally recognised by the Department as Assistant Teachers in Intermediate or Secondary Schools, before the said date.*

43. (*b*.) Footnote†.

* * * strictly enforced. *A satisfactory appearance at the Oral Examination referred to in paragraph* 8 *of* the Memorandum of 10*th September,* 1907 (*see* Appendix No. IV.), * * *

45. Footnote*.

* * * Provincial Committee that a *person otherwise qualified* has been * * * an endorsement *or some corresponding form of recognition* may be granted * * *

47. Persons who at *or before* the date of these Regulations (*7th June,* 1906) *were* actually * * * (cf. Article 37 (*b*)) will rank * * *
Special certificates (*or, in the case of Certificated Teachers, endorsements upon their certificates*) of qualification * * * as may be prescribed, *and has served the period of probation required by Article* 53.

47. Footnote*.

(*e*) * * * to teach *any branch of Domestic Economy to which the Diploma is relative*:

47. Footnote. *

N.B.—Similar conditions as regards the qualification of Teachers of Music in schools are under consideration.

57. * * * bursaries or maintenance allowances to Students *in training* at *centres* under their charge.

60. * * * its excess over the approved expenditure * * *

66. * * * as regards the remainder *by contributions from the General Aid Grant in so far as balances in the hands of Committees under Article* 63 *may not be available.*

67. * * * terms and conditions *specified in the Code of* 1906, *with the modifications* stated * * *

69 (*b*). * * * Elementary Science, and Drawing.

69. (*c*). *The Memorandum of Agreement must provide that* the Pupil Teacher * * *

69. (*d*). * * * the pupil teacher *may be for any term of years, being not less than two years or more than four years.*

69. (*i*). [Note].

* * * engagement in 1906 *must* (if they have not already * * *

47. Footnote.*
(*h.*) *The Diploma of an University or of a recognised Central Institution—for a special qualification to teach Music.*

57. * * * bursaries or maintenance allowances to *Junior* Students *who have been pupils* at *schools* under their charge.

60. * * * its excess over the *net* approved expenditure * * *

66. * * * as regards the remainder *from the general funds of the Committee.*

67. * * * terms and conditions stated * * *

69. (*b*). * * * Elementary Science, Drawing, *Music and* (*in the case of girls*) *Needlework.*

69. (*c*). *The Managers must enter into an Agreement in the terms of the Memorandum printed in Appendix No. V. to these Regulations, and in accordance with that Agreement* the Pupil Teacher * * *

69. (*d*). * * * the pupil teacher *shall be for a term of four years, but the duration of the engagement shall be subject to the provisions of Articles* 69 (*g*) *and* (*h*).

69. (*i*). [Note].

* * * engagement in 1906 *should* (if they have not already * * *

72. (*b*) (3) *Passed the examination in first year's papers at the Certificate Examination in or before* 1906.

73. (*a*) *In the years* 1906 *and* 1907 *any person who fulfils the conditions for admission as a King's Scholar or as a King's Student laid down in Articles* 95 *and* 96 *of the Code of* 1906 *may be admitted as a Student in Full Training.*

73. (*c*) * * * in Full Training who has *previously* passed * * * or who has been recognised * * *

71. (*c*). [Added].

Persons who, prior to 31*st July,* 1908, *had completed the qualifications laid down in Article* 79 *of the Code of* 1906, *but had not entered upon service, may, however, be recognised as Assistant Teachers if proposed by responsible Managers prior to* 31*st July,* 1910.

72. (*b*) (3) [Dropped].

73. (*a*) [Lapsed *].

Footnote *. [New].

Candidates who qualify on or before 1*st July,* 1908, *in terms of Article* 73 (*a*) *of these Regulations for* 1907, *may be admitted to training in October,* 1908.

73. (*c*) * * * in Full Training who has *in or before 1906* passed * * * or who has *since that date* been recognised * * *

APPENDIX No. II.

Intermediate Certificates.

Circular Letter **No. 389.**

SCOTCH EDUCATION DEPARTMENT,
24th March, 1906.

Sir,

1. Adverting to Their Lordships' Circular Letter of 16th January, 1902 (No. 340), I am to inform you that my Lords regard the system of Group Certificates therein established as now sufficiently developed to render possible a further step in the direction of placing the **Intermediate Certificate** upon a satisfactory permanent basis.

2. The essential purpose of the Intermediate Certificate is to testify to the successful conclusion of a well-balanced course of *general* education suitable for the requirements of pupils who leave school at 15 or 16, or, alternatively, of pupils who, although they continue in attendance until 17 or 18, deem it desirable to devote the last two or three years of their school life to some form of more specialized study—literary, scientific, technical, or commercial. The fundamental conditions of issue ought, therefore, to be—that the course of education, to whose completion it testifies, is sound, judged by educational principles; that it has a clear aim and purpose; and that, in each subject of the course, the instruction is given by teachers of proved competency. Upon the observance of these principles my Lords now propose to insist.

3. It should, however, be clearly understood that Their Lordships have no desire to impose a rigid uniformity of curriculum. While the recognition of any school as a Higher Grade—or, more generally, an Intermediate—School will *ipso facto* carry with it the right of presenting pupils for the Intermediate Certificate, Their Lordships will give favourable consideration to proposals from other schools, including Secondary Schools, in all cases where the course suggested for approval extends over three years and makes adequate provision for instruction in a sufficiently wide but not heterogeneous range of subjects of Secondary Education.

4. In order to render the transition stage more easy, my Lords will in the meantime regard as 'provisionally approved,' for the purposes of the Intermediate Certificate on its new conditions, all schools that have, in 1905, or in any preceding year, successfully presented candidates for the Intermediate Certificate as described in Circular 340. This provisional approval will extend until the examination of 1907, inclusive, any group of subjects that conforms to the conditions of Circular 340 being accepted as the subjects of a provisionally approved curriculum. In 1908 and following years Intermediate Certificates will not be issued to the pupils of any school other than a Higher Grade School, unless its 'Intermediate Curriculum' shall have been specifically approved by Their Lordships. *

5. Apart from its inherent desirability, the adoption of these principles carries with it a very important incidental advantage. The risk of a chance verdict, on the result of examination papers, can now be

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* It is the ultimate intention of Their Lordships to make qualification for the Intermediate Certificate a condition precedent to entering upon a course approved for any form of Leaving Certificate. It is, therefore, highly desirable that every Secondary School which aims at putting forward its pupils for the Leaving Certificate should, before the expiry of the stated period, take such steps as may be necessary to secure approval for its 'Intermediate Curriculum.'

avoided by attaching a substantial degree of weight to the opinion of the various teachers through whose hands a pupil may have passed. The value of such an arrangement has long been recognised by Their Lordships. The idea that underlies it has already taken practical shape in connection with the qualifying examination for admission to Supplementary Courses, and also in connection with the record that is preserved of the work done by students in training for teachers. In both these instances the results have been most encouraging and such as fully to justify my Lords in availing Themselves of the earliest opportunity that has presented itself for formally inviting the teachers of Intermediate and Secondary Schools to assume a proper share of responsibility for the Certificates that are to be awarded to their pupils. In future, no Intermediate Certificate will be granted or withheld without fair consideration of the deliberate judgment of the teachers as to the proficiency of the candidates as shown by their work in school. It hardly needs to be pointed out that, in the first instance, the measures to be taken by Their Lordships must be tentative only. The rate of further advance will necessarily be determined by experience.

6. The line of action just indicated entails certain obvious consequences. All pupils who become candidates for Intermediate Certificates must have completed the approved curriculum in its entirety. They must also be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination. Further, such presentation must be simultaneous, taking place not earlier than the end of the third year of the course. The lowest limit of age will be 15, as at present. The presentation will normally be on the Lower Grade in each of the subjects taken, and it is to be specially noted that, for the purposes of this Group Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account will be taken, moreover, of those subjects of the curriculum to which the direct test of examination papers cannot well be applied. The general standard which Their Lordships would desire to keep before Them is the degree of all-round proficiency that a well-taught pupil of average ability might reasonably be expected to attain, if he applied himself to his studies with ordinary diligence.

7. It will be observed that isolated successes at the Leaving Certificate Examination are henceforward to count for nothing in the matter of the Intermediate Certificate. Their Lordships feel that the time has hardly come when They ought entirely to prohibit presentations in the Lower Grade in single subjects. But They would strongly urge upon Managers the wisdom of doing all in their power to discourage a practice which cannot be defended on educational grounds. In order to make Their own position perfectly clear, my Lords have decided to discontinue altogether the issuing of documents in attestation of Lower Grade passes. As heretofore, the results of the written examination will be communicated to the authorities of the school, and a complete record will be retained in the Department. Should any candidate desire to utilise a success in order to secure exemption from some other examination, it will be necessary for him or her to prefer a request to the Department, whence the information will be forwarded direct to the examining body in question.

I have, &c.

J. STRUTHERS.

APPENDIX No. III.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 30th January, 1905, providing for the Establishment of Committees for the Training of Teachers.

MEMORANDUM.

The object which the Secretary for Scotland has in view in establishing Committees for the training of teachers under the provisions of the accompanying Minute, is to enlarge and improve existing facilities for the training of teachers.

In doing so, he desires at the same time to ensure that that training shall be brought into as close connection with the University organizations as the attainments of the students upon entering admit of, and to provide means whereby School Boards and others directly interested in the question of the supply of teachers shall be in a position to secure due consideration for their views.

The Secretary for Scotland recognizes to the full the value of the services rendered to the country by various Church organizations, in the administration of funds for the training of teachers in the case of the existing Training Colleges. The Minute, therefore, makes no change necessary in the position of these Colleges, but it provides a means whereby transference of management to the newly constituted Committees may be easily effected under adequate guarantees for the continuance of the religious instruction at present given in these Colleges.

At Dover House, Whitehall, the 30th day of January, 1905.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved :—

I. That there shall be established in connection with the Universities of St. Andrews, Glasgow, Aberdeen, and Edinburgh respectively, a Committee for the Training of Teachers, these Committees to be constituted in the manner prescribed in the Schedule to this Minute.

II. Each Committee shall appoint their own Chairman, and fix their own quorum, and may delegate such parts of their duties as they may see fit to Sub-Committees composed of members of their own body with or without added members as may seem to the said Committee to be advisable.

III. Each Committee shall have power to provide, whether in University Classes or otherwise, courses of instruction suitable for the training of teachers (including teachers for Secondary Schools). These courses may include, if the Committee so determine, instruction in religious subjects. They shall be held in towns where a University or a part of a University is situated, but the Committee shall also have power to institute, with the consent of the Department, subsidiary courses of training at approved centres in connection with either a Secondary or a Higher Grade School.

IV. Each Committee shall further have power to acquire by purchase, or to secure by lease, suitable premises for the purpose of the aforesaid training, and to provide the necessary apparatus and equipment. A Committee may also establish or may subsidize on such conditions as may be agreed upon, subject to the approval of the Department, one or more hostels for the residence of the students under their charge, and may make such maintenance allowances to individual students as may be deemed necessary. But each student who receives such assistance shall be taken bound to render service in such class of schools and for such periods as may be from time to time prescribed by the said Committee.

V. Each Committee may receive for training upon such terms and conditions as to payment of fees or otherwise as may be deemed expedient by the said Committee any persons who are duly qualified according to the regulations of the Department for the time being.

VI. Each Committee shall have power to appoint officers at suitable salaries either for purposes of instruction or of discipline, and to prescribe courses of studies for the students collectively or for individual students, as well as to make regulations for the proper behaviour and conduct of the students.

VII. It shall be a condition of Parliamentary Grant to any School Board or of a grant under any Minute of the Department to any endowed school that the School Board or the Governors, as the case may be, shall grant to the Committees instituted under this Minute such access to their schools and such facilities for practice in teaching as may be agreed upon or as may, if necessary, be determined by the Department, who shall also determine what payment shall be made for the use of such schools.

VIII. From and after the 31st July, 1905, Grants for the training of King's Students shall cease to be payable to the existing local King's Studentship Committees, but the Committees constituted under this Minute shall come in place of the said local Committees as regards any responsibilities undertaken by the said local Committees towards Students in training, or towards officers employed in their instruction, and for that purpose each of the Committees now constituted shall receive from the corresponding local Committee any balance of funds derived from the Grants of the Department remaining in the hands of the said local Committee at the said date.

IX. In the event of the body of management of any existing Training College or Colleges resolving to demit its powers of management in favour of any of the Committees constituted under this Minute, and to transfer to the said Committee the College premises and equipment, the Committee shall have power to receive the same, and to pay therefor such purchase money or annual rent as may be agreed upon, provided always that no payment shall be made for the purchase or rent of any premises which are held in trust by the said body of management for the purpose of training teachers.

X. In the event of any such transference, the Committee shall be bound to take over the existing staff of the Training College or Colleges concerned on the terms of their present engagements, but shall be at liberty to dispense with the services of any officer upon giving due notice, provided always that in the event of its being resolved to dispense with the services of any officer who has been employed on the staff of any College for a period of ten years or over, the Committee shall be bound to grant him such pension or retiring allowance as he might reasonably have looked for had he continued in the service of the transferring body of management.

XI. When a Training College so transferred is the property of, or is held in trust by, the representatives of any Church or religious denomination, it shall be a condition of such transference that provision shall be made therein for religious instruction in accordance with the views of the said Church or denomination, to an extent not less than that which is at present customary in the College so transferred, which instruction may either be provided by the accepting Committee or the transferring Church or denomination as may be agreed between them, and further, where the accepting Committee undertake to provide such instruction on their own behalf, it shall be a condition that they also undertake to afford adequate facilities for the periodical inspection of the said instruction by duly accredited representatives of the transferring Church or denomination under conditions to be determined by the Department.

XII. Where a Training College is transferred as set forth in the preceding section, the accepting Committee shall co-opt, as fully privileged members, representatives of the said Church or denomination, as provided in the annexed Schedule.

XIII. Each local Committee shall appoint an executive officer, who, subject to the instructions of the Committee, shall discharge the functions of Director of Studies and who, with such assistance as may be necessary, shall be responsible to the Committee for the due observance of the Committee's regulations as to the conduct of the students.

XIV. The Committee shall receive such grants as may be allowed by the Code in respect of students who fulfil the conditions prescribed by the Code for the receipt of Parliamentary Grants for the training of teachers (Articles 83–99 of the Code). Such further sum as may be required to balance the expenditure approved by the Department shall be provided from the balance of the grant remaining undistributed under Article 3 of Their Lordships' Minute of 25th April, 1904.

XV. Before the 1st October in each year or such other date as the Department may from time to time determine, each Committee shall submit to the Department an estimate of their expenditure, whether capital or other, for the next financial year, and no expenditure shall be incurred by the Committee till that estimate has been approved by the Department, nor shall any expenditure in excess of that estimate be incurred without the previous sanction of the Department.

XVI. So long as this Minute shall remain in force, members appointed or elected to serve on the several Committees under the provisions of the respective divisions of the annexed Schedule shall remain in office until such date as is fixed by the Department for the appointment and election of new Committees, provided that new Committees shall, so far as practicable and convenient, be appointed and elected once, and not oftener than once in every three years. Any casual vacancy caused by the death or resignation of any member shall be filled up according to the tenour of the respective divisions of the annexed Schedule by the body or bodies who appoint or elect such member.

XVII. The powers of the Committees under this Minute shall be exercised subject to regulations prescribed by the Department, and laid upon the table of both Houses of Parliament.

XVIII. This Minute shall not come into force till it shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month, and all modifications of the same which may be proposed subsequently shall be submitted to Parliament in like manner.

SCHEDULE TO MINUTE.

St. Andrews.

(1) The Committee for the training of teachers in connection with the University of St. Andrews shall be constituted as follows:—

(2) Four members to be elected by the University Court of the University of St. Andrews, at least three of these to be chosen from among the members of the Senatus of that University, and at least one of the three to be a member of the teaching staff of University College, Dundee.

(3) One member representing the Dundee Technical Institute, to be appointed by the Governors of that institution.

(4) Three members representing the School Board of Dundee to be appointed by the said School Board.

(5) Three members, representing School Boards in the County of Fife* to be elected by the Chairmen of the School Boards in the said county at a meeting convened for the purpose by His Majesty's Inspector for the District.

(6) Four members, being two members representing School Boards in each of the counties of Perth* and Forfar* to be elected for each county in the manner aforesaid by the Chairmen of School Boards other than the School Board of Dundee.

(7) Two members, being one member representing School Boards in each of the counties of Stirling*, and Kinross and Clackmannan conjointly, to be elected for each county in the manner aforesaid.

(8) Two members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department,

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* These counties are also represented on one or more of the Committees connected with other University centres.

which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code, and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(10) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

GLASGOW.

(1) The Committee for the training of teachers in connection with the University of Glasgow shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Glasgow, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Four members, being one member representing each of the following institutions, viz., the Glasgow and West of Scotland Technical College, the Glasgow School of Art, the Athenæum Commercial College, and the West of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Glasgow, to be appointed by the said School Board.

(5) Two members representing the School Board of Govan, to be appointed by the said School Board.

(6) Three members representing School Boards in the county of Lanark to be elected by the Chairmen of the School Boards in the said county, other than the School Boards of Glasgow and Govan, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(7) Eight members, being two members representing School Boards in each of the counties of Ayr, Renfrew, Dumbarton, and Argyle, to be elected for each county in the manner aforesaid.

(8) Eight members, being one member representing School Boards in each of the counties of Kirkcudbright, Wigtown, and Bute, and also of Dumfries*, Stirling*, Perth*, Inverness*, Ross*, to be elected for each county in the manner aforesaid.

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* These counties are also represented on one or more of the Committees connected with other University centres.

(9) Three members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say, (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Western Division and consisting of one representative from the Managers of each School.

(10) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(11) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(12) His Majesty's Chief Inspector of Schools for the Western Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

ABERDEEN.

(1) The Committee for the training of teachers in connection with the University of Aberdeen shall be constituted as follows :—

(2) Five members to be elected by the University Court of the University of Aberdeen, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Two members, being one member representing each of the following institutions, viz., Robert Gordon's College and the North of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of the Burgh of Aberdeen, to be appointed by the said School Board.

(5) Three members representing School Boards in the county of Aberdeen to be elected by the Chairmen of the School Boards in the said county, other than the School Board of the Burgh of Aberdeen, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(6) Fourteen members, being two members representing School Boards in each of the counties of Kincardine, Banff, Elgin and Nairn conjointly, Inverness*, Ross*, Sutherland, Caithness to be elected for each county in the manner aforesaid.

(7) Three members, being one member representing School Boards within each of the counties of Forfar*, Orkney and Shetland respectively, to be elected for each county in the manner aforesaid.

(8) One member representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, this member to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Northern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty's Chief Inspector of Schools for the Northern Division shall be the Department's assessor on the Committee, shall receive notice of all Meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

NOTE.—Should it eventually be found expedient to establish a centre of training at Inverness, a separate Committee may be formed of representatives of School Boards in the North Highland Counties with the addition of representatives from two or more of the Universities and from recognised central institutions.

EDINBURGH.

(1) The Committee for the training of teachers in connection with the University of Edinburgh shall be constituted as follows :—

(2) Five members to be elected by the University Court of the University of Edinburgh, at least three of these to be chosen from among the members of the Senatus of the University.

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* These counties are also represented on one or more of the Committees connected with other University centres.

(3) Two members, being one member representing each of the following institutions, viz., the Heriot-Watt College and the Edinburgh and East of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Edinburgh, to be appointed by the said School Board.

(5) One member representing the School Board of Leith, to be appointed by the said School Board.

(6) Eight members, being two members representing School Boards in each of the counties of Linlithgow, Edinburgh, Roxburgh, and Berwick respectively, to be elected by the Chairmen of the School Boards in each of the said counties, other than the School Boards of Edinburgh and Leith, at meetings convened for the purpose by His Majesty's Inspector for the District within which each of the said counties lies.

(7) Six members, being one member representing School Boards within each of the counties of Haddington, Peebles, Selkirk, and also of Fife*, Dumfries* and Stirling*, respectively, to be elected in the manner aforesaid.

(8) Three members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of representations made to them by associations of teachers or by other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

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* These counties are also represented on one or more of the Committees connected with other University centres.

APPENDIX No. IV.

MEMORANDUM OF 10TH SEPTEMBER, 1907.

(Referred to in Article 43 (*b*).)

EXAMINATION OF CANDIDATES FOR *RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

NOTE.

The Department have had under consideration the question of how far it is desirable to modify the provisions of the Memorandum of 1st January, 1907, in view of the new standard of qualification which has been set up under Chapter V. of the Regulations for the Preliminary Education, etc., of Teachers. As Candidates now in training for the teaching profession may have had the provisions of the Memorandum in contemplation when planning their course, it is obvious that any change which is made should leave their position unaffected. The same remark applies to Teachers already certificated. It is therefore proposed, in the case of all Students admitted to a Training College or Training Centre in or before the year 1906, to continue the facilities hitherto given under the Memorandum. Admission to Examination in terms of the Memorandum will also be allowed to all *Certificated Teachers* who have obtained, or obtain, recognition as such in or before the year 1908, and who duly fulfil the conditions of paragraph 2 of the Memorandum. No other persons will in future be admitted to the *Preliminary Oral Test* or to the *Written* Examination (paragraphs 6 and 7 of the Memorandum) which will be continued for such further period only as may seem to be necessary in the interests of such Candidates.

Students who enter into training in 1907, or thereafter, and who desire to obtain recognition as Teachers of Modern Languages, must qualify in terms of Chapter V. of the Regulations. But for the present all Candidates for recognition under Chapter V. will be eligible for admission to the *Oral* Examination (*see* paragraph 8 of the Memorandum below) in the event of their desiring exemption, in whole or in part, from the prescribed year of study abroad.

In order to give effect to these proposals the Memorandum has been amended as shown below. It is probable that at no distant date the provisions of the Memorandum will be altogether withdrawn.

MEMORANDUM.

1. The Department is prepared to consider applications for the recognition as qualified Teachers of Modern Languages of (1) Students in Training enrolled prior to the year 1907, and (2) Certificated

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*** Recognition granted in terms of this Memorandum is not to be regarded as equivalent to recognition as a "specially qualified teacher" of a Modern Language under Art. 43 (b) of the Regulations for the Preliminary Education, Training, etc., of Teachers, and is given subject to such regulations as to the teaching staff of Intermediate and Secondary Schools as may hereafter be made *see* Art. 42 of the Regulations).**

Teachers recognised as such in or before the year 1908, who fulfil the following conditions:—

2. Candidates for recognition must have attended an approved course of instruction in the Language professed, either at Training College or University Classes, or at courses, extending to not less than 60 hours, conducted under Article 91 (d) of the Code, or Article 55 of the Regulations for the Preliminary Education, etc., of Teachers (or Classes recognised as equivalent thereto). A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.

3. The examination consists of three parts—(1) the Preliminary Oral Test, (2) the Written Examination, and (3) the Oral Examination. In order to obtain recognition, *all* candidates must satisfy the preliminary oral test, and must subsequently pass both the written and the oral examinations.

4. Application for the examination of Candidates should be made by the authorities of the Training Centre or College, or the Managers of the Course of Instruction attended by the Candidates, and must reach the Department *before the 1st February.*

5. Candidates may be presented for examination in either French or German, but not in both languages in the same year, unless with the special sanction of the Department.

6. The *Preliminary Oral Test* will be conducted by the Department's Examiner at the same time as the Oral Examination (*see* paragraph 8), or at such other convenient time as may be arranged. It is designed to test those Candidates who will be presented for the Written and Oral Examinations in the following year, in their knowledge of the spoken language, and a satisfactory appearance at this preliminary test will be made a condition of admission to the subsequent Examinations.

7. The *Written Examination* will be held in the Winter Session immediately before the Easter vacation. The papers set will be of the same general degree of difficulty as those of the Higher Grade Examination for Leaving Certificates, but the standard of performance required for a pass will be considerably higher.

8. The *Oral Examination* will be held at such time and place as may be arranged to suit the mutual convenience of the Examiner and of the Student or Class of Students to be examined.

For the purposes of the footnote to Art. 43 (b) of the Regulations for the Preliminary Education, etc., of Teachers, there may be admitted to the Oral Examination, in addition to those qualified in terms of paragraphs 1 and 2 above, any Candidate for recognition as a specially qualified teacher of French or German in terms of Chapter V of the Regulations who has fulfilled the conditions laid down in Art. 43 (b) with the exception of that requiring a year of study in some country in which the language in question is spoken. Such Candidates will not be required to take the *Preliminary* Oral Test.

At the Oral Examination a very high standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative.

The general character of the test may be indicated as follows:—

1. The Candidate will be required to read aloud one or more passages of prose or verse to test, (a) correct vowel enunciation, (b) accentuation, (c) fluency, and (d) grouping of words in the natural manner of the language, so as to bring out the sense.

2. The Examiner will read passages of prose or verse, at varying rates of utterance up to but not exceeding moderate natural fluency, in order to test how far the Candidate apprehends the gist of what has been read.

3. The Examiner will test the Candidate by conversation on some simple topic.

4. An exercise in dictation may be set.

Each candidate will be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied, and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear, a thorough understanding of the meaning of each piece and its construction being, of course, expected.

9. In the case of the Candidates referred to in paragraphs 1 and 2, the result of both the oral and the written examination will be taken into consideration in determining whether or not recognition as a qualified teacher can be granted, but deficiency in either may to some extent be compensated for by conspicuous merit in the other. The mark assigned to Candidates for their class-work at the approved course of instruction will also be considered. Candidates who pass the written examination but fail in the oral examination will not be required to take the written examination again, and *vice versa*.

10TH SEPTEMBER, 1907.

APPENDIX No. V.

FORM OF MEMORANDUM OF AGREEMENT (ARTICLE 69 (*c*)).

N.B.—For use in Schools under the management of School Boards (a similar form is supplied by the Department for use in other schools).

MEMORANDUM OF AGREEMENT between the School Board of[1]________

____

and[2]____

hereinafter called the *surety*, the[3]________________________

of[4]____

hereinafter called the *pupil-teacher*, and the said *pupil-teacher*.

The Board, for themselves, and their successors, agree with the surety, h[5]________ heirs and executors, and the pupil-teacher, as follows:—

1. The Board agree to engage the pupil-teacher to serve under a certificated teacher in the[6]________________________

____

Public school of the Board, or any other Public school of the Board, to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, in teaching the scholars thereat, but so that the pupil-teacher shall not serve therein more than *five* hours upon any one day, nor more than an average of 12½ hours per week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of July, 190__, and, subject to the provision of the last paragraph of section 4, shall end on the last day of June, 190__.

3. The Board will pay to the pupil teacher as wages[7]________________

________________per________________in the first year, and this sum shall be increased by[7]________________per________________in each subsequent year of the engagement.

4. The pupil-teacher shall, with a view to the award of the Intermediate Certificate, be presented in h[5]__ second year at the Leaving Certificate Examination in all the subjects of h[5]__ approved curriculum in which a written examination is held; and shall also be presented to His Majesty's Inspector for oral examination in such subjects as may be deemed necessary.

The pupil-teacher if [8]__ fail to obtain the Intermediate Certificate in h[5]__ second year may, with the special sanction of the Department

[1] Insert name of the School Board.

[2] Insert name, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.

[3] Insert father, or other relation, or friend of the pupil-teacher, as the case may be.

[4] Insert name in full of the pupil-teacher.

[5] Insert his or her.

[6] Insert name of the school.

[7] The sum to be inserted must be fixed at the discretion of the parties.

[8] Insert he or she.

continue to serve in terms of h[5]___ engagement, and be again presented for the Intermediate Certificate in h[5]___ third year.

The pupil-teacher if [8]___ fail to obtain the Intermediate Certificate at the end of h[5]___ third year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will no longer be recognised by the Department, and h[5]___ engagement shall accordingly cease and determine on the last day of the third year of engagement.

5. The Board will cause the pupil-teacher to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, and shall also secure that the pupil-teacher is allowed sufficient time for private study. The instruction of the pupil-teacher shall be according to the curriculum approved by the Department.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the Board, or of the surety and pupil-teacher, by a written notice of six months, or in lieu of such notice, by the payment on the part of the Board, or of the surety and pupil-teacher, of £3 in the first year, £4 in the second, and an additional pound in each succeeding year of the engagement, but never exceeding £6 in the whole; such payment to be recoverable as liquidated damages by the Board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]________own part, and with the privity and consent of the surety.

8. The surety agrees with the Board and their successors to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof[9]

9. Here insert testing clause according to the form of the Law of Scotland.* A quorum of the Board (3) are sufficient to sign for the Board. Marginal additions or deletions, to be noticed in usual Scotch form.

INSTRUCTIONS.

N.B.—1. This agreement must be executed *as follows, viz.:*—

(1.) By three Members of the School Board, being the statutory quorum thereof.
(2.) By the surety.
(3.) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. *A pupil-teacher does not satisfy Article* 32 (*c*) *in the Code unless the agreement is duly completed.*

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 of the Code). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

The usual form of testing clause is as follows:—

* In witness whereof, these presents, in so far as not printed, written upon this and the preceding page of stamped paper [together with the marginal additions upon pages and] by W. (*design him*) [declaring that the words (*quote them*) on the line of page hereof are written upon an erasure (*or are delete*) before subscription] are subscribed by the parties following, viz.:—By A., B., and C. (*designing each of them*), three Members and a quorum of the said School Board of D., at E., on the day of Nineteen hundred and , before these witnesses, F. and G. (*design them*), and by H. (*design him*), at I., on the day of and year foresaid, before these witnesses, J. and K. (*design them*), and by L., at M. on the day of and year foresaid, before these witnesses, N. and O. (*design them*).

FORM FOR CANCELLING ENGAGEMENTS OF PUPIL-TEACHERS.

(*To be endorsed on the original Memorandum.*)

We[1]

three members and a quorum of the within named School Board[2]

and[3]

the surety and pupil-teacher before named and designated hereby cancel the foregoing Agreement. In witness whereof[4]

[1] Insert names of three Members of Board

[2] Name of surety.

[3] Name of pupil teacher.

[4] Fill up testing clause in Scotch form, as before directed in reference to original Agreement.

N.B.—The Cancellation must be executed by the same parties by whom the Memorandum of Agreement was executed, except that it is not necessary that the same three Members of the School Board should sign it.

CODE OF REGULATIONS
FOR CONTINUATION CLASSES, 1908.

NOTE.

i. This Code replaces the former Evening Continuation School Code and the Science and Art Directory in so far as that related to Evening Classes.

ii. It is applicable to all classes for the further instruction of pupils who have left school (Elementary or Secondary) whether in general knowledge, in subjects of Science and Art, in Commercial subjects, or in any special subject which may be shown to the satisfaction of the Department to be useful to persons following a particular business or occupation.

iii. The classes may be held at any time of the day, morning or evening, and instruction may be given either in single subjects or in groups of subjects.

iv. There is no restriction of age, but pupils on whom grants are paid must be free from the obligation to attend school in terms of the Education Acts. While pupils on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools, may be admitted to certain of the classes, their attendances at the Continuation Classes may not be reckoned for grant.

v. Pupil teachers may be admitted to any of the classes, but (having in view the grant paid on account of their instruction under Article 70 (a) of the Regulations for the Training of Teachers) their attendances may not be reckoned for grant except at classes specially sanctioned for the instruction of pupil teachers in *Science* and *Drawing* under Division II. (See also Article 46 (b)).

vi. The grants to certain Technical Colleges and Special Institutions of various kinds will be made on the basis of special minutes applicable to each case.

CODE OF REGULATIONS FOR CONTINUATION CLASSES, 1908.

Divisions of Classes.

1. The main divisions of classes contemplated in the succeeding regulations are as follows :—

I. Preparatory classes for the completion of general elementary education.
II. Classes for specialized instruction—Elementary.
III. Classes for specialized instruction—Advanced.
IV. Auxiliary Classes.

DIVISION I.—PREPARATORY CLASSES FOR THE COMPLETION OF GENERAL ELEMENTARY EDUCATION.

Recognised Pupils.

2. These classes shall be open without restriction to any pupils who are free from the obligation to attend school in terms of the Education Acts.

Subjects of Instruction.

3. Managers are required to submit for approval a course of instruction which shall include (*a*) the study of English as indicated in the Fifth Schedule of the Day School Code, Head A., (*b*) instruction based on one of the courses outlined in the Sixth Schedule, and *may* include (*c*) any of the studies mentioned in the Fifth Schedule, Head B., (*d*) any other subject specially recognised by the Department.

Time-table.

4. The foregoing subjects of instruction may be distributed over the various meetings of the class in such way as may be found desirable, but a time-table showing the times of meeting and the distribution of the work shall be submitted for the approval of the Department within a fortnight after the first registered meeting of the class.

Full course to be taken. Attendance for single subjects not to be registered without Inspector's approval.

5. All the subjects of the approved course must as a rule be taken by all the pupils. Attendances for single subjects only may not be registered for grant without the special approval of the Inspector.

Number and duration of meetings.

6. The class shall meet on at least two separate days in each week for such length of session as may be approved by the Department. When a session of less than twenty weeks is proposed, a statement of the circumstances in which a shorter session is thought desirable should be given.* Two of the meetings of the class in each week shall be of not less than 1½ hours' duration each.

Teachers' qualifications.

7. The teacher shall be a certificated teacher or, in special circumstances, any person over 18 years of age whose qualifications are approved by the Department.

Size of classes.

8. No class of more than forty pupils shall be habitually under the charge of one teacher only, and when this number is exceeded a reduction may be made from the grant.

Rate of grant

9. Subject to the provisions of Articles 47 to 53, grants to classes conducted under Division I. may be made at the rate of 3s. 4d. per pupil per hour per week for a normal session of 20 weeks. The rate may be increased to 4s. 2d. (as in Division II.) in the case of any pupils of these classes who may be qualified in terms of Article 12. II.

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* In the case of rural districts proposals for any length of session that may be found suitable will be specially considered.

DIVISION II.—SPECIALIZED INSTRUCTION (ELEMENTARY).

Nature of classes.

10. This division shall comprehend classes for the elementary instruction of pupils in special subjects, especially such as may be of use to pupils who are engaged in or preparing for any particular trade, occupation, or profession.

Recognised pupils.

11. Pupils may be admitted to classes under Division II. at the discretion of Managers, provided that due regard is had to the previous instruction of the pupils in elementary subjects, and to their fitness to profit by the instruction given in the Division II. class.

Pupils eligible for Division II. rates of Grant.

12. The following classes of pupils will be eligible for grants at the rates specified in Article 22 :—

- I. Pupils over 16 years of age at the date of joining the class.
- II. Pupils under 16 years of age who—
  - (*a*) Have obtained a Certificate of Merit (Article 29. II. Day School Code);
  - (*b*) Have attended at least thirty meetings of a course conducted under Division I., and obtained a certificate of satisfactory proficiency from the managers of such course; or
  - (*c*) Have been in attendance for at least one year as duly qualified pupils (Article 29 of the Day School Code) at a Higher Grade School or Department, or at a Secondary School.

Pupils eligible for Division I. rate of Grant.

13. Pupils admitted to Division II. classes who are not qualified in terms of the preceding Article, must be separately registered. Their attendances may be paid for as attendances at a Division I. course (Article 9), but this grant may be withheld or reduced upon a report by an Inspector that the pupils (or any proportion of them) are unable, by reason of defective knowledge of elementary subjects, to benefit adequately by the instruction given.

Subjects of instruction.

14. The subjects of instruction under this division may be any subjects admitting of systematic exposition which are approved by the Department as suitable in the particular circumstances.

For purposes of reference they may be classified under the following heads :—

(A.) English Subjects—

English, Geography, History, the Life and Duties of the Citizen.

(B.) Languages—

The study of any language, ancient or modern, approved by the Department.

(C.) Commercial Subjects—

Commercial Arithmetic, Handwriting, Bookkeeping, Shorthand, Commercial Correspondence, Business Procedure, Commercial Geography. The study of any language (including English) with a direct view to its use in business.

(D.) Art—

Drawing and Modelling; Elementary Design.

(E.) Mathematics—

Elementary Geometry, Algebra, Mensuration, Dynamics.

(F.) Science—

The Elementary Study, Theoretical or Practical, of Physical or Natural Science, or any branch thereof.

(G.) Applied Mathematics and Science—

(*a.*) General—

Practical Mathematics, including Technical Arithmetic and the use of mathematical instruments and tables; Mechanical Drawing.

(*b.*) Special—

The application of Mathematics and Science to specific industries.

Machine Construction, Building Construction, Naval Architecture, Electrical Industries, Mining, Navigation, Agriculture, Horticulture, or any other industry the scientific principles underlying which admit of systematic exposition.

Where the nature of the subject requires it, previous or concurrent study of (G) (*a*), or of the related branch of (E) or of (F), will be made a condition of taking any subject under (G) (*b*).

(H.) Handwork—

Elementary instruction in the use of tools—Woodwork, Ironwork—with concurrent instruction in Drawing to Scale, and the practice of such occupations as Needlework, Cookery, Laundry work, Dairy work, with accompanying explanations of processes.*

Ambulance work (practice and theory).

Syllabus of instruction to be submitted

15. A Time-table and a syllabus showing in outline the proposed work of the class must be submitted for the consideration and approval of the Department within a fortnight after the first registered meeting of the class. A record of the actual work done and of the results of class examinations held, and the marks awarded for the class exercises of the students, must be kept and be available for the information of His Majesty's Inspector.

Number and duration of meetings.

16. The class in each subject, or group of related subjects attended by the same pupils must meet not less than one day a week for such length of session as may be approved by the Department. When a session of less than twenty weeks is proposed, a statement of the circumstances in which a shorter session is thought desirable should be given. Each meeting shall be of not less than one hour's duration or, in the case of subjects of practical instruction, 1½ hours.

Teachers' qualifications

17. The qualifications of the teachers proposed for each particular subject must be fully stated and proved to the satisfaction of the Department. The general conditions of recognition shall be those stated in Articles 63 to 69.

Rules as to rate of grant.

18. The rate of grant for classes in Division II. shall vary according as the instruction given is mainly theoretical or mainly practical, and shall further vary according as it does, or does not, require the provision and use of special apparatus.

Definition of "Practical Instruction."

19. By practical instruction is meant instruction under heads (F), (G), or (H) of Article 14, which proceeds mainly by means of actual experimental work on the part of the pupils themselves in properly equipped laboratories or workshops, supplemented by the necessary explanations and demonstrations. Supplementary

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* Art Needlework, Wood-carving, and other Art Crafts may be recognised under Division II. only when based upon studies in Drawing and Design adapted to the work by the students themselves, provided that each class is placed under the direction of a properly qualified instructor, specially approved by the Department. Otherwise, classes in these subjects can be recognised under Division IV. only

theoretical instruction may be reckoned as part of the practical course, but to an extent not exceeding one-half of the time occupied by the pupils in practical work.

Rate of grant determined by Department.

20. The Department shall determine, on consideration of the syllabus submitted and the report of the Inspector as to the mode of conducting the class, which of the rates of grant specified in Article 22 shall be allowed in respect of any particular course of instruction.

Size of classes.

21. *No class for theoretical instruction under one teacher shall, except in circumstances specially approved by the Department, exceed 40 pupils in habitual attendance, nor shall any class for practical instruction in like manner exceed 20 pupils. Where, with the sanction of the Department, those numbers are exceeded, a grant may be paid with such deduction as the Department, having regard to the circumstances of the case, may determine.

Rates of grant.

22. Subject to the provisions of Articles 47 to 53, grants for instruction in classes falling under this division shall be at the rate of 4s. 2d., 5s. 10d. or 8s. 4d. per pupil per hour per week for a normal session of twenty weeks, as the Department may determine, following the distinction of Articles 18 and 19 †.

DIVISION III.—SPECIALIZED INSTRUCTION (ADVANCED).

Nature of instruction.

23. This division shall comprehend organised courses of instruction extending over several years in the subjects of Division II. or other subjects of a more advanced character which may be regarded as a development of the subjects of Division II.

Character and length of courses.

24. Such courses may either provide for graduated instruction in a single subject approved by the Department as suitable for recognition under Division III., or for systematic instruction in a group of subjects, arranged with a view to fitting students for the intelligent practice of some particular industry or occupation. Courses to be recognised in this division must, as a rule, extend over at least three years, and must provide for at least forty hours' instruction in each year.

Conditions of admission to a first year's course.

25. The conditions of admission to the first year of any course in Division III. shall be the same as for the corresponding classes of Division II.

Conditions of registration at second year's or higher course.

26. Students over 15 years of age who, having previously qualified in terms of Article 12. II., have received at least forty hours' instruction in the subject matter of a first year's course approved by the Department, may be registered for attendance grants in the second year of the same course, and pupils who have received at least thirty hours' instruction in a second or third year's course may be registered in the next higher course.

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* When the staff supplied is otherwise adequate, classes may be combined for the purpose of special lectures or demonstrations, provided due intimation is made to the Department and sanction obtained. Visits of classes to collieries, museums, &c., and other similar excursions, may be recorded in the attendance register and counted as attendances for grant if students are accompanied by the recognised Teacher of the class, the arrangements proposed being previously submitted to and approved by the Department. The time for which attendances are so registered will not, unless otherwise sanctioned, be permitted to exceed the duration of an ordinary meeting of the class.

† As a rule instruction in Ambulance work will be paid for at the rate of 4s. 2d. Classes in Millinery and Dressmaking will be paid for normally at the rate of 4s. 2d., and Cookery and Laundry work at the rate of 5s. 10d., but when a class in these subjects is specially restricted for purposes of more efficient teaching to an enrolment of 15 pupils or under, the grant may be paid at a higher rate.

Alternative conditions of registration at a second or third year's course.

27. Students of not less than 15 years of age who have previously obtained a pass in the Lower Grade at the Leaving Certificate Examination or who have passed Examinations accepted by the Department as equivalent, may be registered in the second year's course of corresponding subjects. Similarly, students of not less than 16 years of age who have obtained a pass in the Higher Grade at the Leaving Certificate Examination, or a success in the Advanced Stage of any subject of the Board of Education Regulations, or who have passed Examinations accepted by the Department as equivalent, may be registered in the third year's course.

Conditions of admission to a second year's Art course.

28. For enrolment in the second year of an Art Course under this division, a student who has not taken the first year's course must have obtained a success in at least two of the subjects of the Art Syllabus of the Board of Education Regulations.

Attendance under Division II. accepted in lieu of a first year's course under Division III.

29. Sufficient attendance (see Article 26) at a class or classes in Division II., which can be regarded as equivalent to the first year of a course recognised under Division III., may, when proved to the satisfaction of the Department, be accepted as qualifying for admission to the second year of the course.

Number and duration of meetings.

30. Classes in Division III. must meet not less than twice a week for at least twenty weeks, each meeting to be of not less than one hour's duration.

Syllabus to be submitted.

Recognition under Division III. may be deferred.

31. A Time Table and a syllabus showing the subject matter of the course, and its distribution over the various years, must be submitted for approval, and the Department reserves the right to determine on consideration of this syllabus, and of the number of meetings to be held in each year, whether or not the classes may be recognised under Division III. The Department's decision as to this point, where it shall deem delay expedient, may be deferred till the completion of the first year's course. The further requirements of Article 15 shall also apply to classes recognised under Division III.

Teachers' qualifications.

32. A higher standard of qualification will be insisted upon for teachers of courses in Division III. than for the corresponding classes in Division II. For each course a principal teacher shall be appointed, who, in the case of Commercial or Industrial Courses, will be expected to possess a practical acquaintance with the business or industry to which the course relates.

Grants for commercial and industrial courses.

33. Subject to the provisions of Articles 47 to 53, grants for instruction in Commercial courses (corresponding to the subjects of Article 14 (C)), and for Industrial Courses (corresponding to the subjects of Article 14 (G) (*b*)), shall be at the following rates per pupil per hour per week for a session of twenty weeks in the second and succeeding years.*

(*a*) Commercial Courses—

- 10s. in the second year,
- 15s. in the third year, and
- 25s. in the fourth and succeeding years.

(*b*) Industrial Courses—

- 13s. 4d. in the second year,
- 20s. in the third year, and
- 35s. in the fourth and succeeding years.

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* First year's Courses will be treated for the purposes of grant as falling under Division II., and will be paid for at the rates specified in Article 22. Payment under Article 22 instead of Article 33 may be made on account of the attendances of students enrolled in Division III. courses whose work in the opinion of the Inspector, is unsatisfactory or who omit any essential part of the prescribed course.

Proper laboratories a condition of higher grant.

34. It shall be a condition of the higher rate of grant allowed for Industrial Courses that provision shall be made in properly equipped laboratories (or workshops) for such amount of practical work on the part of the students (being work illustrative of the principles taught, and not merely the practice of trade processes), as the Department shall deem requisite in the particular circumstances.

Grants for Art and other courses.

35. The payment for organised courses of instruction in Art, showing sufficient advancement, shall be the same as for the Commercial Courses, and in the case of other courses not falling under either of the heads of Article 33 the Department shall determine, on consideration of the syllabus of instruction and of the method of teaching, whether the higher or the lower of the afore-mentioned rates of grant shall apply.

Size of classes

36. The regulations as to size of classes stated in Article 21 shall apply also to courses recognised under Division III.

English literature and history may be included in course.

37. When courses of study under Division III., meeting not less than three times a week, are so arranged as to provide for the systematic instruction of the students at one meeting a week in some period or branch of Literature or of History, according to a scheme approved by the Department, such meetings may be reckoned as part of the course and attendances thereat included in the claim for the course.

DIVISION IV.—AUXILIARY CLASSES.

Subjects of instruction.

38. This division shall comprehend classes for instruction in Physical Exercises, Military Drill, Vocal Music, Wood-Carving, Fancy Needlework, Elocution (*if taken in connexion with an English course*), or such other subjects as may be recognised by the Department as suitable for grants under this Division.

Conditions of admission.

39. These classes shall be open to all pupils who are free from the obligation to attend school as required by the Education Acts, but it shall be a condition of grant that the Department shall be satisfied that Managers are using all reasonable endeavour to encourage the attendance of the pupils at classes of other divisions also.

Management may be different from that of other classes attended.

40. Classes for instruction in subjects of Division IV. need not be under the same management as those of the other divisions, and the other attendances referred to in Article 39 may be made at classes under different management.

Rate and limits of grant.

41. Subject to the provisions of Articles 47 to 53, the rate of grant for classes recognised under Division IV. shall be 2s. 6d. per pupil per hour per week for a session of twenty weeks, but not more than two meetings of any class under this division in any one week shall be reckoned for grant, nor more than forty hours per pupil in any session, unless the Department in special circumstances expressly sanctions a longer period.

Syllabus and teachers to be approved.

42. The course of instruction and the qualifications of the teachers shall be subject to the approval of the Department.

Size of classes.

43. The limit of numbers in the class will be determined by the Department for each particular case, but a proportionate reduction in the rate of grant may be made when the number exceeds forty.

GENERAL CONDITIONS OF GRANTS.

Classes of various divisions to be kept distinct.

44. The several classes and courses of the various Divisions must be kept quite distinct, and simultaneous instruction by the same teacher of two classes or courses will not be permitted except in Division I. and in the classes conducted under Article 14 (D). (Art Classes), and in special cases, where, on the ground of small enrolment of pupils, the Department's previous sanction has been obtained.

Exceptions in rural districts.

45. In rural districts, and with the special sanction of the Inspector, instruction in one or more subjects of Division II. may be conjoined with instruction in Division I.

Pupils may attend more than one class, but excessive attendances may be disallowed.

46. (*a*) The attendance of the same pupils at classes in more than one division, will be permitted—the classes meeting at different times—but the Department on consideration of the return of each pupil's attendances may, either with or without notice, disallow attendances which may reasonably be considered to be excessive.

Attendances of pupil-teachers in specially recognised classes in Science or Drawing may be reckoned.

(*b*) The attendances of pupils and pupil-teachers on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools, who may, for special reasons, be admitted to these classes, may not be reckoned in any claim for grant, nor may the attendances of pupil-teachers not on the registers of such schools be reckoned except in classes specially recognized for the instruction of pupil-teachers in Science or Drawing under Division II.

General conditions of grant.

47. No grant is payable unless the conditions of this Code are fully complied with, the regulations as to Registration are observed, the classes are open at all times to the visits of officers of the Department, and accurate returns are made by Managers of such particulars as are asked for by the Department. No claims for grants will be entertained unless received in the Department by November 1st following the closing of the classes.

Calculation of grant.

48. Subject to the provisions of the foregoing article the grant due at the rates mentioned under various divisions will be ascertained by adding together all the attendances which may be reckoned in accordance with the succeeding article and dividing by 20.

Calculation of attendances on which grant is paid.

49. In reckoning the number of hours of attendance for the purpose of the foregoing article the attendances of pupils who have made less than 10 hours of attendance in any subject separately registered shall be excluded.

Special grants for small classes.

50. When a class of less than 20 on the roll for theoretical instruction, or of less than 10 for practical instruction, is certified by the Inspector to be required by the circumstances of the locality, and to be efficiently taught, and when he further certifies that a larger attendance could not reasonably be expected, a grant may be allowed as for 20 and 10 pupils respectively, or for any less number which may be determined by the Department after consideration of the case.

Reduction of grant.

51. The grant as calculated in accordance with the preceding regulations will be reduced by its excess over three-fourths of the expenditure actually incurred by Managers in the maintenance of the classes.* The Department may, on consideration of any report from an Inspector, order a deduction of one or more tenths to be

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* For the present in any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, a grant not exceeding seven-eighths of the expenditure may be allowed, provided that this expenditure is approved by the Department, and that the Department is satisfied that the salaries of the teachers of Continuation Classes bear a proper relation to he salaries of teachers in the Day Schools.

made from the grant in respect of faults of order, registration, equipment, or instruction, and any such deduction shall be made from the grant as reduced under this Article. A similar deduction may be made in respect of non-compliance with any of the regulations contained in this Code.

For the purpose of this reduction the expenditure by managers upon all the classes under their charge, irrespective of division or place of meeting, and likewise the grant earned for these classes, will be treated as one whole.

Calculation of expenditure.

52. Expenditure for the purpose of the preceding articles will be exclusive of any charge for rent or interest on loans, and will be diminished by the amount of fees received from students and by the proceeds of the sale of materials, or other similar sources of income.*

Separate accounts to be kept.

53. The accounts of classes aided under this Code must be kept entirely distinct from those of any school which may be held in the same premises, and where it may not be possible to keep strictly separate accounts for such expenses as warming and lighting, vouchers for the whole expenditure must be submitted, if required, and an equitable proportion, to be approved by the Department, inserted in the accounts of the Continuation Classes.

MANAGEMENT OF CLASSES.

Classes not to be conducted for profit.

54. Classes under this Code must not be conducted for profit (see Article 51), and Managers proposing classes may be required to state from what funds the expenses of the classes will be met in the first place.

Financial responsibility of managers.

55. Managers must undertake full financial responsibility for the expenses of the classes, including the salaries of the teachers, independently of the payment of a grant or its amount.

The production of vouchers showing the payment by Managers of all sums due in respect of the work of each session may be required before payment of the grant is made.

Payments to teachers to be of fixed amount.

56. Payment to teachers must, as a rule, take the form of a fixed stipend per session or per lesson, agreed upon beforehand, and must not be either wholly or in part contingent upon the amount of grant earned.

Fees.

57. The fees to be paid by students attending classes in Division I. shall not exceed 9d. per week, but as regards classes in other divisions Managers may exact such fees and make such conditions as to the payment of fees as they may think expedient. (See Article 52.)

Conditions of gratuitous instruction.

58. Instruction in classes conducted by a School Board, or other Local Authority recognised for educational purposes, or in other classes in circumstances specially sanctioned by the Department, may be gratuitous, provided that any lowering or abolition of fees under this Article shall not, in the opinion of the Department, have the effect of establishing undue competition with other recognised classes in the same locality.

Report by School Board on instruction in their district.

Recognition of new classes.

59. The Department may, from time to time, require from School Boards a report as to the provision made within their district, either by themselves or other Managers, for instruction in the subjects of this Code, regard being had to the industries of the district and the occupations of the inhabitants, and may, upon consideration of this report, recognise or refuse to recognise any further classes which may be proposed.

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* Reasonable expenditure upon prizes, text books or apparatus of a durable kind may be recognised as falling under the head of "maintenance" for the purposes of Article 51 to an amount not exceeding the actual net receipts from fees or from the sale of books or apparatus to students.

60. Where a School Board or other Local Authority recognised for educational purposes assumes financial responsibility for classes under this Code as in Article 55, they may delegate the superintendence and direct management of the classes, or of any of them, to a Committee or Committees, which may include persons not members of their own body, and may appoint a separate official correspondent for each class or set of classes.

Management of classes may be delegated to a committee.

61. The constitution of such Committees and the powers to be entrusted to them shall be at the discretion of the School Board or other Local Authority, who will be regarded by the Department as the responsible Managers, but in the case of the Industrial and Commercial Courses under Division III., or of classes for instruction in the corresponding subjects of Division II., it is recommended that persons skilled, whether as employers or employed, in the relative industries or occupations, should be appointed members of the managing Committee.

Constitution and powers of managing committee.

62. All schemes of instruction in the several classes should be submitted in the first place to the aforesaid Committee, who shall consider the suitability of the schemes from the point of view of the industries concerned, and shall transmit them to the Department with such observations as they may see fit.

Schemes of instruction to be considered by managing committee before transmission to Department.

QUALIFICATIONS OF TEACHERS.

63. No general qualification to teach the subjects embraced in this Code will be granted, but evidence will be required in all cases of knowledge of the particular subject which it is proposed to teach.

Special knowledge required of subject to be taught.

A register is kept containing the names of teachers who, after provisional recognition by the Department in any subject, have taught a class in that subject to the satisfaction of the Department for at least one session.

Register of teachers.

64. (*Dropped*).

65. Provisional recognition will be accorded as a rule in respect of the following qualifications :—

Qualifications for provisional recognition.

(*a*) A Degree of any University of the United Kingdom or the Diploma of a Technical College, a Central School of Art, or other institution recognised by the Department for this purpose, in respect of any subject which, upon investigation, is found to be covered by said Degree or Diploma;

(*b*) A first-class Certificate of the Advanced Stage (or a Certificate in Honours) of any Science Subject of the Board of Education Regulations—in respect of that subject.

Where the examination in any subject has been theoretical only, additional evidence of acquaintance with the methods of experimental illustration may be required;

(*c*) An Elementary Drawing Certificate of the Board of Education; a qualification to teach Drawing obtained at a Training College in or after 1901; or a Certificate, authorised by the Department, of attendance and progress at a course of instruction in Drawing conducted under Article 55 of the Regulations for the Training of Teachers—in respect of any class in Elementary Drawing conducted under Division II.

(*d*) An Art Class Teacher's Certificate, an Art Master's Certificate; or a special Diploma of a Central School of Art—in respect of more advanced art classes conducted under Division III.;

(*e*) A pass in the Higher Grade of any subject at the Leaving Certificate Examination—in respect of that subject, provided that in the case of a Modern Language a candidate for provisional recognition may be required to submit himself to further examination at the hands of a person or persons specially nominated by the Department for the purpose, and in the manner prescribed by the Department.

Such additional examination in the case of the proposed teacher of a class under Division II. will be confined to ascertaining the candidate's ability to read fluently with good pronunciation and intelligible phrasing a piece of simple narrative, and to give in English the gist of a similar passage read slowly. For recognition as teacher of a Modern Language under Division III. higher attainments in these respects will be looked for, as well as some conversational ability.

Provisional recognition of teachers under Division IV., and exceptional cases.

66. The qualifications of candidates for provisional recognition as teachers of classes in Division IV. will be specially considered, and the Department may exceptionally admit to provisional recognition in other Divisions candidates whose qualifications are proved to the satisfaction of the Department in ways other than those specified.

Registration of provisionally recognised teachers.

67. Teachers admitted to provisional recognition in respect of any subject may be placed upon the register (Article 63) in respect of that subject upon the completion of a session of satisfactory work as evidenced by the report of the Inspector.

Recognition may be suspended.

68. Registration may be suspended (or further provisional recognition refused) upon evidence of insufficient knowledge of the subject for teaching purposes or inefficiency as a teacher from whatever cause arising.

Provisional recognition may be continued beyond one session.

69. In the case of a teacher whose attainments, as judged by the standards specified in the preceding articles, do not warrant his being placed upon the register, but who has shown satisfactory teaching power, the Department, in consideration of the circumstances of the district or for other special reason, may continue provisional recognition for more than one session.

EXAMINATIONS AND CERTIFICATES.

Certificates by managers of satisfactory attendance and progress.

70. Certificates of satisfactory attendance and progress may be issued by Managers to students attending classes in any division upon conditions to be approved by the Department.

Such Certificates may be awarded wholly upon the attendance and record of work of the student as shown by the exercises done and the results of the class examinations held by the teacher, or the class examinations may be supplemented by special examinations held in conjunction with the teacher by persons appointed by Managers and approved by the Department, provided that due account is taken of the attendance and class work of the student.

Recognition of managers' certificates.

71. In order that Certificates issued by Managers may be recognised by the Department for any purpose it will be necessary (1) that the class be favourably reported on by the Inspector; and (2) that opportunity be afforded to the Inspector of duly testing the method by which the award of Certificates is determined, and that he certify that the approved conditions of issue have been adhered to.

Certificates endorsed by the Department.

72. Certificates granted under the foregoing conditions to students who have completed an approved course under Divisions II. or III. extending over not less than two sessions will, subject to any necessary investigations by an Inspector, be specially endorsed by the Department.

73. (*Dropped.*)

Local Science and Art examinations of the Board of Education.

74. Students of classes conducted under these regulations may also be presented at the Local Examinations in Science and Art of the Board of Education until further notice, but, except where the Department for special reasons shall otherwise determine, in the Advanced and Honours stages only.

WORKS EXECUTED BY STUDENTS.

Time spent on works may be registered.

75. No payment will be made on works executed in classes for instruction in Machine Construction and other similar subjects, but time spent in executing in class works illustrative of the instruction given, may be registered for grant subject to the approval of the Inspector as to the proportion of time so employed.

Art works may be entered for National Competition.

76. No payment will be made on Art Works, but selected Art Works of an advanced character in certain subjects, may be entered for the National Competition of the Board of Education, South Kensington, S.W., under conditions which will be stated by the Scotch Education Department from time to time, and such works will be eligible for the awards of that Competition.

LOCAL SCHOLARSHIPS.

Conditions of grant in aid of scholarships.

77. A grant may be made in aid of the provision of Local Scholarships, either by Managers or others, in circumstances and upon conditions approved by the Department.

The grant so made shall not exceed half of the total expenditure for the purpose specified, nor shall it exceed the sum per head which may be fixed by the Department from time to time in respect of any particular class of Scholarship.

78. (*Dropped.*)

79. The following classes of Scholarships are contemplated:—

Junior scholarships.

(*a*) Junior Scholarships to be awarded to pupils of Day Schools who have obtained a Certificate of Merit or have shown to the satisfaction of the Department equivalent attainments, or to deserving students of classes under Division I., upon condition of attendance at a course under Division II. or III., or at an institution giving more advanced instruction.

Senior scholarships.

(*b*) Senior Scholarships to be awarded to pupils of Day Schools who are qualified for the award of the Intermediate Certificate of the Department, or to deserving students of classes under Division III., upon condition of further attendance at day classes — in the case of Scholarships awarded for Pure or Applied Science at a University or Technical College approved by the Department; in the case of Scholarships for Art, at a Central School of Art; and in the case of Scholarships for Modern Languages upon conditions as to residence and study abroad proposed by Managers and approved by the Department.

Limits of grants.

80. The limit of the Department's grant (the amount of the local contribution being at least equivalent) shall be in the case of Junior Scholarships £5 per annum for each scholar, and in the case of the Senior Scholarships £25 per annum for each scholar.

Award of Scholarships.

81. Scholarships of both grades shall be awarded by Managers on their own responsibility, but according to a scheme of examination or selection proposed by Managers and approved by the Department.

Proposals to be submitted to the Department.

82. Proposals for the granting of Local Scholarships must be submitted to the Department at or before the beginning of any session in which they are to be made tenable, and when the conditions of award and tenure have been approved, the Managers may pay the amount of the Scholarship direct to the holder at such times and in such proportions as they may determine. Upon receipt of evidence at the end of the session of the payment of the amount of the Scholarship, and as to continued and satisfactory study on the part of the student, any grant awarded by the Department (Article 80) will be paid to the Managers.

Scholarships may be made tenable for one, two, or three years, and an increasing rate of stipend for each year may be arranged for.

Senior scholarships in connection with institutions under Art. 87.

83. An institution exempted from the conditions of this Code, as in Article 87, may, subject to the conditions of any special Minute regulating grants to such institution, submit proposals for, make contributions towards, and receive grants in aid of, Scholarships in connection with such institution on the conditions applicable to "Senior" Scholarships in Article 79 (*b*).

PRIZES,* &c.

Prizes, etc., under Board of Education Regulations open to students under this Code.

84. The Prizes, Medals, Exhibitions, and Scholarships referred to in the Regulations of the Board of Education, shall be open for competition to students of classes in the relative subjects under this Code under the conditions stated in the said Regulations, or of any modification thereof, which the Board of Education may make.

Teachers to whom grants and privileges under the Regulations are open.

85. The grants and privileges to teachers of Science and Art Classes allowed by the Regulations, or of any modifications thereof which the Board of Education may make, shall be open to teachers of Science and Art subjects under this Code, as well as to teachers of the same subjects in Secondary Schools or in Higher Grade Departments of Public Schools. Application for the benefit of these provisions should be made to the Scotch Education Department.

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* See Appendix No. 1.

86. Teachers of Science and Art Schools and Classes recognised by the Department may take their students to examine the collections in the Royal Scottish Museum, Edinburgh. When due notice of such visits has been given, special facilities for the inspection of the collections will be afforded to the students wherever necessary.

Visits to Edinburgh Royal Scottish Museum

When a teacher desires to avail himself of this privilege the correspondent for his school should write to the Director at least one week prior to the intended visit, stating the number of students by whom the teacher will be accompanied, the proposed date and hour of the visit, and the collection which it is desired to inspect. The visits may take place on Mondays, Tuesdays, Thursdays and Fridays between 10 a.m. and 4 p.m., on Wednesdays, between 10 a.m. and 4 p.m., and between 6 p.m. and 10 p.m., and on Saturdays between 10 a.m. and 10 p.m., but no special facilities are given on any general public holiday.

87. The Scotch Education Department may from time to time exempt any Technical College, School of Art, or other special institution eligible for grants under this Code from the operations thereof, and may substitute therefor, with the consent of the Treasury, a special Minute embodying the conditions of grants to each such College, School, or Institution so exempted.

Grants to Institutions exempted from provisions of this Code.

88. The Department, as occasion requires, may cancel or modify articles of this Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month.

Alteration of Code.

89. This Code shall be printed each year in such form as to show separately all articles cancelled or modified, and all new articles since the last edition, and shall be laid on the table of both Houses not later than the 15th of May in each year.

Code to be printed and laid before Parliament.

(Signed) TWEEDMOUTH,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee of Council on Education in Scotland

J. STRUTHERS,
Secretary.

Scotch Education Department,
11th May, 1908.

APPENDIXES.

I.—Memorandum showing the Prizes, Scholarships, Privileges, &c., under the Board of Education Regulations open to students and teachers under this Code. (*Form A.* 66.)

II.—Explanatory Circular (No. 320).

III.—Registration Regulations.

APPENDIX No. 1.

FORM A. 66.

SCOTCH EDUCATION DEPARTMENT.

MEMORANDUM, SHEWING THE PRIZES, SCHOLARSHIPS, PRIVILEGES, &C., UNDER THE BOARD OF EDUCATION REGULATIONS OPEN TO STUDENTS AND TEACHERS UNDER THE CONTINUATION CLASS CODE.

With reference to Articles 84 and 85 of the above Code, the attention of School Boards and other Managers of Classes under this Code is directed to the following memorandum specifying the nature of the rewards to students and the privileges to teachers continued under the above-named Articles as applicable to students and teachers in Scotland. The detailed conditions of the various awards will be found in the Regulations for Technical Schools, Schools of Art, and other Schools and Classes (Day and Evening) for Further Education, or in the Prospectuses of the Royal College of Science (now incorporated in the Imperial College of Science and Technology), and the Royal College of Art, for *1907-8*, a reference being here made to the particular Section concerned, and the latest date for arranging to enter the various competitions with the number of the form required to be filled up. Copies of the forms named can be obtained from the *Scotch Education Department, 55 Whitehall*, and should in all cases *be returned to this Department* for transmission to the Board of Education.

N. B.—The arrangements here indicated are subject to such alterations as may be determined in view of the fact that the administration of the Royal College of Science, London, was transferred to the Governing Body of the Imperial College of Science and Technology as from 1st January, 1908.

1.—Certificates (Section 73. Regulations for Technical Schools, &c.)

Issued for each success obtained at the Local Science and Art Examinations.*

2.—King's Prizes (Section 74. Regulations for Technical Schools, &c.)

To those registered students who do best at the Local Examinations in Stages 2 and 3 of Science and in Art.*

3.—Medals for Science (Section 75. Regulations for Technical Schools, &c.)

At the Local Examinations Bronze Medals are given in Science for First Class successes in Honours.

4.—National Competition (Section 75. Regulations for Technical Schools, &c.)

Gold, Silver and Bronze Medals and Books are given for the best works selected for the National Competition.* (See Para. 18 of Circular 363.)

5.—Princess of Wales' Scholarships (Section 80. Regulations for Technical Schools, &c.)

Two (£25 and £11) awarded to the female students of Schools of Art who take the highest prizes of the year in the National Competition.* Tenable for one year at the School of Art where they have been gained.

6.—Royal Exhibitions (Sections 29, at pages 16-21, and 23 and 27 at pages 12 and 13, of the Prospectuses of the Royal College of Science (now incorporated in the Imperial College of Science and Technology) and the Royal College of Art).

These are awarded on the results of the Evening Examinations* of the current year. There are awarded each year, 7 Science, £50 a session, with free admission to lectures, &c., for three years at the Royal Colleges of Science, London and Dublin (Form 330 (a), 15th April); and 10 Art, 25s. a week for about 40 weeks each year, for two years, and free admission to lectures, &c., in the Royal College of Art. (Form 1181A, 15th April.)

7.—National Scholarships (Sections 29, at pages 16-21, and 23, 28 and 29 at pages 12 and 13, of the Prospectuses of the Royal College of Science (now incorporated in the Imperial College of Science and Technology) and the Royal College of Art)

These are awarded on the results of the Evening Examinations* of the current year. 22 Science, tenable at the Royal Colleges of Science, London and Dublin, 25s. a week for the session of about 40 weeks each year, for three years, with free admission to lectures, &c. (Form 330 (a), 15th April); and 6 Art, to registered Art students engaged in a trade which depends upon Decorative Art, tenable at the Royal College of Art, 25s. a week for about 40 weeks each year, for two years, with free lectures, &c. (Form 1181A, 15th April.)

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*Applications for examination at the Local Examinations in Science and Art in Scotland must be made to the Managers of Continuation Classes or to the School Board of the district, early in January. These Examinations in Scotland will, as a rule, be held in Stages 2 and 3 and Honours only.

8.—Free Studentships (Sections 29, at pages 16–21, and 23 and 30, at pages 12 and 13, of the Prospectuses of the Royal College of Science (now incorporated in the Imperial College of Science and Technology) and the Royal College of Art).

These are awarded on the results of the Evening Examinations* of the current year. Each year 6 Science, entitling to free lectures, &c., at the Royal College of Science, London, for three years (Form 330 (a), 15th April); and 15 Art, entitling to free lectures, &c., for two sessions at the Royal College of Art. (Form 1181A, 15th April.)

9.—Local Scholarships (Art). (Sections 23, 24 and 32, at pages 12 and 14 of the Prospectus of the Royal College of Art.)

These are awarded on the results of the Evening Examinations * of the current year. Twenty-four £20 Scholarships will be awarded in 1908, tenable for three years at any approved School of Art in which instruction is given at least three days and five nights a week. (Form 1181A, 15th April.)

10.—Whitworth Scholarships and Exhibitions. (Section 83. Regulations for Technical Schools, &c., and Special Syllabus, to be obtained on application to Scotch Education Department.)

These are awarded on the results of the Evening Examinations* of the current year. Thirty £50 Exhibitions for one year and four £125 Scholarships for three years. The Exhibitions are tenable with Royal Exhibitions and National Scholarships, but the Scholarships are not. Candidates must be under 26 years of age, and must have served for at least three years in the workshop of a Mechanical Engineer, &c. (Form 330, 15th April.)

11.—Studentships in Training. (a) Art. (Section 37, at page 16, of the Prospectus of the Royal College of Art.) (b) Science. (Section 30, at page 21 of the Prospectus of the Royal College of Science (now incorporated in the Imperial College of Science and Technology).)

A limited number open—

(*a*.) To Art Teachers and registered Art Students holding Art Master's Certificate, Group I.; admission to the Royal College of Art, with 25*s*. a week for a term of about 20 weeks, and third class railway fare between the home of the student and London on joining the College each session, and on return to his home at the end of the session. (Form 488, 1st January or 1st July.)

(*b*.) To Teachers and Students in Science classes, one term's or session's admission to sessional courses in the Royal College of Science, London, with 25*s*. a week, and third class return fare. (Form 400, 15th June, and Form 1019, 20th June.)

12.—Short courses of instruction. Art and Science. (Section 81 (a), Regulations for Technical Schools, &c.)

(1.) Given in July or August at the Royal College of Art to Art teachers and advanced Art students. £3 allowed for expenses and third class return fare. (Form 234a, 31st May.)

(2.) Given in July or August at the Royal College of Science, London (now incorporated in the Imperial College of Science and Technology), to Science teachers qualified to teach the subject of the course. £3 allowed for expenses and third class return fare. (Form 500 Scotland, 17th May.)

13.—Aid to attend at Provincial Science Colleges.

Three-fourths of the fees of a limited number of selected Science Teachers attending certain day classes at St. Andrew's University, Aberdeen University, or University College, Dundee, or one-half their fees at certain Evening classes at University College, Dundee, are paid by the Department. (Form A. 67, 1st August.)

14.—Visits to National Competition Exhibition, and to study at other institutions in British and Foreign towns. (Section 81 (d). Regulations for Technical Schools, &c.)

A limited number of teachers and students of Schools of Art and Art Classes may be granted third class fare and not more than 7*s*. 6*d*. a night while required to be absent from home. (Form 1178A, 30th June.)

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* See note on previous page.

15.—Free attendance at Lectures at the Royal College of Science, London (now incorporated in the Imperial College of Science and Technology), and the Royal College of Art, London. (Section 81 (e). Regulations for Technical Schools, &c.)

Approved Science or Art Teachers may attend any course of lectures as far as circumstances may allow. Application to be made to the Scotch Education Department.

16. The attention of Managers of Schools and Classes, and other Local Authorities, is also called to the following provisions in the Regulations relating to the Victoria and Albert Museum (under the Board of Education) for loans of objects of Art to Museums, Educational Exhibitions and Schools:—

(*a.*) Objects of Art, reproductions, books, drawings, lantern slides, examples of students' works, &c., are lent for the purpose of study to Schools of Art and, to a limited extent, to Art classes. Form 273 for books, Form 159 for students' works. (Chapter II., page 14, of Regulations for Museums, etc.)

(*b.*) Collections of Apparatus and objects for the more efficient instruction of Science classes are circulated for illustration of Science teaching. Form 802, 1st October.

(*c*) Collections of objects of Art selected from those in the Victoria and Albert Museum are lent for short periods to Educational Exhibitions under a recognised authority. Form 605 (Chapter II., p. 12, of Regulations for Museums, &c.).

17. The attention of the Managers of Local Museums established under a Municipal or other Local Authority, or under the Public Libraries Acts, is directed to the following:—

(*a.*) Aid may be given towards the purchase of objects for these Museums. Form 132. Applications must be made before 1st October (Chapter II., page 16, of Regulations for Museums, etc.).

(*b.*) Collections of objects selected from the Victoria and Albert Museum for Exhibition are lent. Form 605 (Chapter II., page 12, of Regulations for Museums, etc.).

APPENDIX, No. 2.

CONTINUATION CLASS CODE. CIRCULAR No. 320.

SCOTCH EDUCATION DEPARTMENT.

August, 1901.

SIR,—The object of this Code has already been briefly stated in the memorandum which accompanied the Code when it was laid before Parliament, but Lord Balfour of Burleigh deems the present occasion a fitting one to make some further explanation of its aims, to define more precisely its field of operation, and to offer some suggestions as to the modes in which managers may co-operate with a view to making the Code an effective instrument for furthering technical instruction in the widest sense. By technical instruction in this connection is to be understood instruction which aims at communicating to the pupils knowledge and facilities which have a *direct* bearing upon some special occupation, industrial or commercial.

Place of this Code in the educational system; relation of general education and specialised instruction.

The present Code is a further step in the process of reorganising the educational system of the country (in so far as that is controlled by Departmental regulations) which Their Lordships entered upon in 1898, when the administration of Science and Art grants in Scotland was transferred to the Scotch Education Department. The first important step in that process was taken in the Code of 1899, which dealt with the organisation of schools aided under the Code, and utilised the money hitherto given for specialised instruction of various kinds in these schools, both under the Code and the Directory, for the more generous support of advanced instruction of a general character beyond the Merit Certificate stage.

By the Minute of the 24th August, 1900, a second important step was taken. In that Minute they dealt with the conditions of Science and Art instruction in schools, which, though not eligible for grants under the Code, were in receipt of grants under the Science and Art Directory.

In both these cases their aim has been to simplify and consolidate school work by making instruction in Science and Art, of a kind and amount to be determined by the general aims of the school, an integral part of the *general* education given to all pupils, rather than to encourage the teaching of a multitude of subjects to special sets of pupils.

The Continuation Class Code, on the other hand, presupposes that this general education, whether of an elementary or a more advanced character, is ended, that the pupil has definitely left school, that he is either engaged in some employment or is making special preparation for entering upon it, and that what he desires and needs is instruction dictated by his experience of the requirements of life and of his particular occupation. Even when the subject matter is the same, the method of instruction will be considerably different from what it is or ought to be in schools which aim at giving a general education whether of the elementary or secondary type; and now that provision has been made in the present Code for specialised instruction adapted to the most varied requirements, it will be matter for consideration whether further steps may not be taken to relieve the curriculum of the schools proper, whether elementary or secondary, from elements and subjects which are foreign to their proper purpose.

Importance of adequate preliminary training; classes under this Code not a substitute for but a supplement to general education.

To turn to the Code itself, it is evident that the value of the specialised instruction given under it will depend in very large measure upon the thoroughness of the previous general education received by the pupils. Hence, the first duty of managers of classes under this Code, who are also managers of schools proper, will be to use to the full every power conferred upon them by the Education Acts to secure prolonged attendance at school. Of scarcely less importance is it to see that when the discipline of school does end it is immediately succeeded by the discipline of regular employment combined with attendance at appropriate continuation classes.

The Education Act of the present year confers upon School Boards powers which may be used for this purpose, and exemption from school attendance in the case of children over twelve and under fourteen ought not to be granted upon any certificate of attainment, however satisfactory in itself, unless there is evidence to show that the pupil is to enter upon regular employment under suitable conditions, and that such employment is rendered necessary by the circumstances of the parents. In all cases exemption, when granted, should be accompanied by stipulations as to attendance at suitable continuation classes.

Division I.

But, whatever the success of these measures may ultimately be—and it is to be hoped that it will be great—for the present the fact has to be faced that considerable numbers of pupils who have left school are still lacking in those elements of a general education which would enable them to profit by specialised instruction in almost any form. It is to meet the case of these pupils that the preparatory classes of Division I. are included in the Code, but this division of the Code should be regarded as serving a temporary purpose only, and its elimination should be effected by well-directed effort to prolong attendance at school, and to diminish the interval that might otherwise exist between the school proper and the continuation class.

A certain standard of general education has been laid down (Articles 11-13) as a condition of admission to classes under Divisions II. and III., and Their Lordships trust that managers will carefully conform to the spirit of these regulations. But the mere exclusion of unfit pupils is in itself only a negative measure, and it rests with managers to take steps such as those indicated above to diminish the numbers of the unfit by giving them an adequate preliminary training.

Divisions II. and III.

But apart from the classes under Division I. and those under Division IV., which will be dealt with later, the realisation of the main objects of the Code may be said to rest essentially upon the success of the classes conducted under Divisions II. and III., and a word of explanation as to the scope of the classes conducted under these divisions may be useful. The subjects dealt with under both divisions are those enumerated in Article 14 and such other subjects as are the natural developments of those named. Both presuppose the instruction of the pupils in a subject, or a well-defined and homogeneous group of subjects, of practical value to them in view of their occupations; but whereas in certain cases local circumstances may render it possible to arrange a comprehensive and progressive course of study extending over several years, in others such continuity of instruction cannot be looked for, and sections or fragments only of the complete course can be dealt with, these being determined by the prevailing wants of pupils and the supply of teachers with suitable qualifications. This latter case is provided for by the regulations under Division II., but it is to be remembered that desultory instruction of this kind, though not without its value, is but an imperfect substitute for the systematic and prolonged study required for recognition under Division III.; and, wherever possible, courses should be arranged under that division—under which alone the objects of this Code can be fully carried out—in preference to Division II. The distinction between classes under Divisions II. and III. is not necessarily one of greater or less advancement, but depends rather on completeness and continuity of curriculum.

Special courses contemplated under Division III.

The courses specifically mentioned under Division III. are commercial and industrial courses. To these others may be added—*e.g.*, courses for the systematic study and practice of industrial art, and courses specially suited for girls. It is obvious that the same course of training in its initial stages may be suitable for several industries—*e.g.*, instruction in geometrical drawing and mathematics is the necessary foundation of technical instruction relative to a large group of industries—and it will only be in comparatively few cases that specialisation, even at a later stage, can be carried to any great extent, should such specialisation be otherwise desirable. But whether the course has only a general or an immediate relation to some group of industries, its practical object must never be lost sight of. In these classes, for example, the study of mathematics will take a very different line from that which would naturally be pursued in a secondary school, and will concern itself largely with the construction and handling of formulæ of immediate practical application. In commercial courses, in like manner, the study of modern languages will follow different lines from those pursued in schools where this study is an instrument of general education, though the value of the ultimate results will necessarily be largely affected by the soundness of the preliminary training.

Distinction of "courses" and "subjects."

At this point it may be useful, with a view to obviating misunderstanding, to make some observations as to the relation of "courses" under this Code to "subjects," such as the numbered subjects of the Science and Art Directory, which those accustomed to the regulations of the Directory may be inclined to treat as separate entities. A course of instruction under the Code, whether in Division II. or Division III., may comprise one or more "subjects," or parts of different "subjects" embodied in a syllabus, and so arranged as to secure what managers deem to be the most suitable course of training for certain practical ends, and in relation to a particular set of pupils. For example, a "course" may be arranged under Division II. to give a certain training in arithmetic, book-keeping, and shorthand—with or without other subjects—with a view to use in business. Shorthand may be taken one evening of the week and arithmetic another, or arithmetic may be taken in the earlier part of the session to be followed by book-keeping in the later, or other alternative combinations may be made; but in each case the course will be regarded as one course, and the pupils taking it as one class for the purposes of the Code, irrespective of the division of subjects. The conditions as to length of session, number of hours per week, and attendances to be reckoned (Article 16) will apply to the "course" as a whole, and not to the separate subjects constituting it. Similarly, practical geometry (the whole or part of the syllabus for Subject I. of the Directory) and practical mathematics (Subject V*p*. of the Directory) may be combined in one course, these subjects being taken either abreast or at a different period of the session. The only conditions are that the subjects combined in one course must be homogeneous; that the course, as a whole, must have a unity of purpose, and that the syllabus submitted must give reasonable promise that the instruction proposed will be effective for its purpose.

It should be understood that it is not necessary that a course under Division II. should in all cases embrace more than one subject. In the case of courses under Division III. the syllabus of instruction for the current year should be submitted in detail, and should be accompanied by an outline of the complete course of which it forms a part.

Division IV.

It will be observed that there are certain subjects in Division II., such as the Life and Duties of the Citizen and certain others, which have no special relation to any particular occupation, but rather concern the individual as a member of the social community. This applies still more to the subjects of Division IV. for which my Lords have thought it right to make provision in this Code. The physical well-being of youth, the formation of habits of discipline, the cultivation of a sense of citizenship and its obligations, are matters of prime importance to the country, and provision in aid of classes for the furtherance of these objects is made all the more readily that they need not be regarded as the rivals of classes under Divisions II. and III., but rather as useful supplements of these classes, freshening the energies of the pupils and varying their interest.

These classes not "recreation" classes simply.

At the same time the classes under Division IV. must not be allowed to degenerate into mere opportunities for recreation and amusement. A practical outcome will be demanded as the result of instruction for which aid is granted in the shape of evident and genuine proficiency in Gymnastics, Drill, Music, or whatever the subject of the course may be. My Lords dissent entirely from the view that pupils should be coaxed or bribed into attending continuation classes by adventitious attractions. They are persuaded that the work of students who can be attracted by such inducements only will be of little value, while their presence in the classes will have largely the effect of lessening the ardour and obstructing the progress of the more earnest students. Lasting benefit to the country is more likely to accrue from the attendance at continuation classes of smaller numbers of students, provided that these students come with a definite purpose of studying matters the importance of which they have realised in their own experience, and are prepared to make sacrifice both of time and amusement. The cultivation of habits of endurance and self-mastery in the pursuit of a worthy object are of even more importance than the knowledge acquired. It is with these views that my Lords have taken steps (by Article 49) to discount the casual attendance at newly-formed classes of pupils who attend for a short time merely from a desire for novelty and fresh excitement.

The main objects of the Code having thus been stated in outline, some subsidiary matters of importance may now be considered.

Examinations and certificates.

After the fullest deliberation my Lords have decided to discontinue the award of Elementary Certificates on the results of a uniform written examination. There is reason to fear that under this system much of the instruction for which grants are made has been directed simply to the qualifying of pupils for the purpose of themselves earning grants by instructing others, and so on in a vicious circle. To a greater or less extent preparation for examinations tends to obscure the real object of the classes, with the result that the ultimate effect upon the industries of the country may be by no means commensurate with the expenditure incurred. Such examinations must be conducted on a limited number of fully detailed syllabuses, with the result that either the liberty of managers in devising courses suitable for particular classes of students will be unduly restricted, or the number of separate examinations must be increased to an extent which will render the system unworkable. My Lords are also of opinion that an examination exclusively in writing is an incomplete and imperfect test of a student's attainments in most, if not all, subjects, and that it ought to be supplemented by oral and practical tests and by a consideration of the actual work done by the student during his course of instruction. Such more complete tests They propose to institute, but only in those cases where the instruction of the student has been carried to such a pitch as will warrant this more elaborate method of examination. As a rule, examinations will be held by *the Department* in the case of those students only who have completed a full course of instruction under Division III. according to a syllabus approved by the Department for this purpose; and a corresponding importance will be attached to the certificates so awarded.

In other cases, where the instruction of students falls short of this high standard, my Lords propose to commit the award of certificates to managers directly (Article 70). Certificates so issued should specify the amount and regularity of the student's attendance during the session, the character of his work in class (including class exercises), as adjudged by the teacher, and the results of the examinations held by the teacher. Where managers think it desirable, they may appoint an assessor to act along with the teacher in conducting one or more of the class examinations, and they may make the results of such examinations an *element* in determining the award of the certificates. But having Themselves decided, for reasons already stated, to abandon the practice of written examinations applicable to several classes in common, my Lords will not sanction the award of certificates upon the results of similar examinations, whether conducted by school authorities themselves or by self-constituted examining bodies, nor may the expenses of such examinations (if held) be reckoned as part of the expenses of classes under this Code.

In order that the issue of certificates by managers may be authorised by the Department, the class must have been conducted according to an approved syllabus by teachers recognised by the Department, and must have been favourably reported on by the Inspector, who may, where he deems it expedient, institute a control examination for the purpose of ascertaining the sufficiency of the tests by which the award of certificates has been determined.

Class of teachers contemplated.

In view of the special object of this Code, it is evident that the prime requisite of a teacher is real knowledge of the subject taught rather than that acquaintance with educational aims and methods which forms a necessary part of the technical training of teachers of schools giving a general education. While, therefore, certificated teachers will prove the most suitable teachers for Division I., for the other divisions other and special qualifications will, as a rule, be necessary. These qualifications should, wherever possible, include a practical acquaintance with the business, occupation, or industry to which the class is relative, and, other things being equal, the instruction given will be all the better if that acquaintance is a present and living one. Experience shows that it is not impossible for teachers or other persons, who from their previous training have become, as it were, examination experts, to pass theoretical examinations in subjects of a technical character while altogether destitute of any practical acquaintance with the related industry. It is evident that instruction by such persons will fall far short in practical utility of that given by persons whose theoretical knowledge is corrected and supplemented by practical experience. For these reasons my Lords contemplate the employment under this Code of a class of teachers distinct and separate from the regular teachers of schools, whether elementary or secondary, and only in exceptional cases should the two functions be combined.

General and special management of the classes

For similar reasons, while the ultimate general management and financial control of classes under this Code will, as a rule, be in the hands of persons whose primary function is that of managers of day schools, it is of the utmost importance that the immediate direction of each special group of classes should, as suggested in Article 61, be entrusted to persons who, whether as employers or employed, or otherwise, have an intimate knowledge of the practical applications of the subject matter.

The Code, it is hoped, provides an instrument for the efficient technical instruction of every class of the community which is in a position to benefit by such instruction; but to realise its possibilities in any full measure altogether transcends the powers of merely official action, whether on the part of school authorities or of the Department. These can supply the organisation and the funds and can exercise a regulating and co-ordinating function, but it is for business men, workmen, employers, and professional associations of all sorts to state their requirements in the matter of technical instruction for their several employments; to make suggestions for giving a practical direction to the instruction; and to impress upon apprentices and young people entering on specific employment the duty of availing themselves of the opportunities offered. It rests with employers in an especial degree to further the objects of this Code by granting, wherever possible, to the young people in their employment reasonable facilities for attendance at suitable classes. It may be pointed out in this connection that classes under this Code may be held not only in the evening, but at any time of the day. It is probable, for example, that in towns classes for young people employed in business houses may most advantageously be held in the morning. In rural districts in winter the afternoon may be the best time of meeting for a part of the session, the meetings being transferred to the evening as the season advances.

Finance.

The classes under this Code from their very nature should be of benefit in an especial degree to the locality in which they are conducted, and though, in accordance with the precedent of previous regulations, a generous measure of State support has been accorded, my Lords have thought it right that at least some portion of the necessary expenditure, over and above the income which may be derived from fees, should in all cases be borne by the locality. What that necessary expenditure may be it is the object of Articles 51-56 to determine. Managers must provide suitable premises and equipment from their own funds, though it is to be expected that the existing supply of school buildings will in most cases render further expenditure under this head unnecessary; they must determine beforehand, guided by considerations of what is fair and equitable in the circumstances, the amount of remuneration which they are prepared to allow to the teacher for his services, and such sum, and such sum only, must be paid, irrespective of the amount of grant that may be earned; accurate accounts of all other expenditure must be kept, and where it is impossible to separate completely between expenditure for these classes and for the purposes of the day school held in the same premises, allocation must be made on some clearly explained principle. When the necessary expenditure has thus been ascertained, it is possible that some readjustment of rates as between the various divisions, or even some general alteration may be necessary, and these rates should therefore be regarded as provisional only.

Allocation of Residue Grant for Technical Instruction.

It has been usual in the past for Town and County Councils to make from the Residue Grant some contribution toward the expenses of classes such as those embraced by the present Code, and as the conditions of the present Code are such as to render the maintenance of separate classes for the most part unnecessary, it is to be expected that such contributions will be continued and even increased. Where such contribution is made it is suggested that it should *not* take the form of a fixed subsidy, or of a payment upon attendances or results of examinations. It would be better that the Town or County Council, if satisfied that the class for which application is made is a suitable one for aid from their funds, that it has been efficiently conducted, and that the expenditure is reasonable, should recoup managers a certain proportion or, in extreme cases, the whole of the deficiency incurred by managers in maintaining the class, after deduction of the income from fees and from the grant under this Code. In this way the danger of overlapping from concurrent grants for the same instruction will be avoided, and a clearer view obtained as to how the necessary expenses of the classes are met.

Nothing in this Code affects the power of Town and County Councils to establish and maintain classes for which no grant under the Code is claimed; and where they resolve to aid classes established under this Code they must determine for themselves (having regard to the provisions of the Technical Instruction Amendment Act) whether that aid shall be extended to all such classes or restricted to those falling under certain divisions only.

Local Scholarships.

Attention is directed to the provisions for Local Scholarships (Articles 77-83), and specially to the provision for the more effective study of modern languages by residence abroad.

Central Institutions.

It is hoped that the classes under the main divisions of this Code, presupposing as they do at least a modicum of general education on the part of the pupils, will be of real service to the country by diffusing, extending, and facilitating opportunities for technical instruction in the widest sense of the term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose, provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

I have, etc.,

H. Craik

APPENDIX No. 3.

REGULATIONS AS TO REGISTRATION.

N.B.—Pupils on the registers of schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of a Secondary School, must not be entered for grant on the registers of the Continuation Classes. Attention is directed to Article 2 and paras. IV. & V. of the note on page 6 of the Continuation Class Code.

The attention of Managers is also directed to Circular 386 of 27th October, 1905, for information as to suggested forms of registers, which have been specially devised to simplify the work of conducting Continuation Classes, and at the same time furnish the neccessary data for the calculation of grants.

I. A separate Attendance Register must be kept for every class, and all the particulars required by Rules II. and III. (below) must appear in each Attendance Register. (*A separate General Register is not necessary.*)

(*a.*) Only one attendance register is necessary for a class in Division I. irrespective of the distribution of subjects. Thus, English and other subjects taken at one meeting may be registered in the same register with arithmetic taken at another meeting.

(*b.*) A "class" in Divisions II. and III. shall be any group of pupils following a common course of instruction either in a single "subject" or in a combination of subjects approved by the Department as constituting a homogeneous course *and embodied in one syllabus*. Thus, while attendances at arithmetic and bookkeeping will, as a rule, be registered separately, a course for the same pupils consisting, *e.g.*, of arithmetic in the earlier part of the session, to be followed by bookkeeping in the later, may be regarded as one class requiring only one register.

II. On the first page of the Register the following particulars must be clearly shown in ink :—

(*a.*) The official name of the school or class.

(*b.*) The subject of instruction, together with the division and the article of the Code under which it is taken. (*If the instruction extends over more than one year the particular year should be indicated.*)

(*c.*) The names of all the teachers.

(*d.*) The days and hours of meeting.

(*e.*) The signatures of managers (or their representatives) who have visited the class, the dates and times of the visits, and the number of students present on those occasions.

III. In the body of the Register provision must be made for the undermentioned details :—

(*a.*) The full name of each student.

(*b.*) The date of his (or her) birth (day, month, year), and the occupation of the student.

(*c.*) The qualification for registration of each student, together with a reference to the article of the Code sanctioning such registration.

(*d.*) The classes attended by each student during the session—whether the classes are under the same management or not.

(*e.*) The fee *actually* paid by each student.

(*f.*) The date of each meeting of the class.

(*g.*) The time of marking the Register at each meeting.

(*h.*) The total number of students present at each meeting of the class.

(*i.*) The total number of *hours* of attendance of students at each meeting.

(*j.*) The total number of *hours* of attendance of each student at the class during the session.

IV. The following rules must be strictly observed :—

(*a.*) All entries in the Register must be in ink.

(*b.*) The names of students should be, as far as possible, in alphabetical order.

(*c.*) A separate column must be used for the attendances at each meeting, the time and date of which must be stated.

(*d.*) The Register must be marked in the column next to that containing the last entry. No blank columns may be left.

(*e.*) The Register must be marked and totalled within the first ten minutes of the time recognised by the Department as set apart for the meeting.*

(*f.*) The presence of a student must be marked by a cross, thus **X**; and his absence by an **O**.

(*g.*) If a student leaves† before the conclusion of the lesson, his mark for presence must be cancelled at once by drawing a ring round it thus ⓧ

(*h.* The total number of students present at each meeting of the class must be entered at the foot of the column in which their attendance for that lesson is recorded, and must be initialled by the teacher giving the instruction. This must be done, as explained in paragraph (*e*), at the beginning of the lesson.

(*i.*) Subsequent alterations are strictly prohibited. If a mistake in registration has been made it must be corrected by an explanatory note in the Register.

(*j.*) At the close of the lesson the total number of hours of attendance made by all the students during the lesson must be entered immediately under the number of students who were present.

(*k.*) At the close of the session the total number of *hours* of attendance of each student must be entered opposite the name of the student.

(*l.*) Managers or their representatives, when visiting the classes, should record on the front of the Register the number of students present on those occasions, attesting the same by their dated signatures ; they should also see that the Registers are properly kept.

(*m.*) Where students are qualified for registration by virtue of their having obtained any of the Certificates referred to in the Code, this fact, together with the years in which the certificates were obtained, must be clearly recorded in the Register. Either the certificates themselves, or a list of them, giving the necessary particulars in each case, and certified by managers (or by the teacher of the class and the principal teacher of the school) after comparison with the actual certificates to be correct, must be kept during the currency of the class along with the Register, in the custody of the head teacher of the class, and be accessible to the Inspector at the time of any of his visits.

(*n.*) All Registers, when filled up, must be put away and preserved for a least five years.

(*o.*) The Managers are recommended to have these rules printed *in extenso* in the Registers to be used for Continuation Classes.

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* Where a meeting for purposes of instruction extends to two hours or over, the Department will be prepared to consider proposals for more than one marking of the Register in the course of the meeting, but the general rule (IV. (*e*)) may not be deviated from without the previous sanction of the Department.

† The Department are prepared to consider proposals for exception from this rule in the case of the pupils who are obliged, by train-hours or other circumstances, regularly to leave before the close.

June, 1908.

INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in heavy type. The names of the Sub-Inspectors are printed in italics.

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
	SOUTHERN DIVISION. **A. E. SCOUGAL,** Esq., LL.D., **Senior Chief Inspector and Inspector of Training Colleges** (with special charge of the Higher Grade Schools of the Division).		
1	EDINBURGH County, part of. (*See* Nos. 2 and 3.) *comprising—* Edinburgh (City) - - - 317,145 and the Parishes of— Colinton, Corstorphine, Cramond, Currie, Kirknewton and E. Calder, Mid Calder, Ratho, West Calder.	347,314	**A. E. Scougal,** Esq., LL.D., 1, Wester Coates Avenue, Edinburgh. **F. R. Jamieson,** Esq., 5, Mayfield Gardens, Edinburgh. F. W. Michie, Esq., 10, Montagu Terrace, Edinburgh. *J. Crombie, Esq.,* 18, Braid Crescent, Edinburgh. *W. Robb, Esq.,* 2, Morningside Gardens, Edinburgh.
	LINLITHGOW - - - - - - - - -	66,443	
	Total - - -	413,757	
2	EDINBURGH, part of. (*See* Nos. 1 and 3.) - - *comprising—* Leith (B.) - - - - - 77,439 and Borthwick, Carrington, Cockpen, Cranston, Crichton, Dalkeith (Town), Dalkeith (L.), Fala and Soutra, Glencorse, Inveresk (L.), Lasswade, Liberton, Musselburgh (B.), Newbattle, Newton, Penicuik, Stobhill, Temple.	138,770	**J. Clark,** Esq., 23, Corrennie Gardens, Edinburgh *J. Craigie, Esq.,* 7, Cluny Avenue, Edinburgh
	HADDINGTON - - - - - - - - -	38,665	
	Total - - -	177,435	
3	ROXBURGH - - - - - - - - - -	48,500	**C. J. N. Fleming,** Esq., St. Bede's, Melrose
	BERWICK - - - - - - - - - -	31,128	
	SELKIRK - - - - - - - - - -	23,388	
	PEEBLES - - - - - - - - - -	15,034	*W. Home, Esq.,* Allanlea, Melrose.
	EDINBURGH—Parishes of Heriot and Stow - - (*See* Nos. 1 and 2.)	1,977	
	Total - - -	120,027	

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
	SOUTHERN DIVISION—*continued.*		
4	FIFE	218,840	**J. C. Smith**, Esq., Briarlea, Newport, Fifeshire. *W. S. Gall, Esq.*, Duneaton, Glasgow Road, Perth. (*To receive assistance from Mr. Macleod. See No. 5.*)
	Total	218,840	
5	PERTH, part of. (*See* Nos. 6 and 13.) *comprising*— Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Dron, Dull, Dunbarney, Dunkeld and Dowally, Dunning, Errol, Findo Gask, Forgandenny Forteviot, Fortingall, Fowlis Wester, Innerwick-in-Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch-Rannoch, Kinnaird, Kinnoull, Kirkmichael, Lethendy and Kinloch, Little Dunkeld, Logiealmond, Logierait, Madderty, Meigle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Persie, Perth (B.), Perth, East Parish (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tenandry, Tibbermore, Trinity Gask, Weem.	105,390	**A. D. Millar**, Esq., Maristnen, Crieff. *D. J. Macleod, Esq.*, Craigview, Craigie, Perth. (*Will assist in No. 4.*)
	Total	105,390	

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-quarters.
	Southern Division—*continued.*		
6	Stirling, part of. (*See* No. 8.)	135,062	**W. G. Fraser**, Esq., 18, Glebe Avenue, Stirling.
	comprising— Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.), Falkirk (L.), Fintry, Gargunnock, Grangemouth, Killearn, Kilsyth (Town), Kilsyth (L.), Kippen, Larbert, Logie, Muiravonside, St. Ninian's, Slamannan, Stirling (B.)		*W. H. Bell, Esq.*, 7, Windsor Place, Stirling.
	Clackmannan	31,907	
	Perth, part of. (*See* Nos. 5 and 13.)	15,477	
	comprising— Aberfoyle, Ardoch, Blackford, Callander, Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock, Kincardine, Muckart, Port of Monteith, Trossachs.		
	Kinross	7,109	
	Dumbarton—Parish of Cumbernauld (*See* Nos. 8 and 11.)	4,979	
	Total	194,534	

Officers attached to the Southern Division.

1. **D. S. Macnair**, Esq., Ph.D., H.M. Inspector, 67, Braid Avenue, Edinburgh.
2. Walter Stewart, Esq., D.Sc., H.M. Inspector, 13, Rosebery Crescent, Edinburgh.
3. J. G. Frewin, Esq., Junior Inspector, 52, Duddingston Park, Portobello, Edinburgh.
4. W. Duckett, Esq.

WESTERN DIVISION.

A. R. ANDREW, Esq., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
7	Lanark, part of. (*See* Nos. 8 and 11.) *comprising*— Glasgow (City) - - 623,463 and the Parishes of— Maryhill - - 48,130 Springburn - - 11,354	682,947	**A. R. Andrew**, Esq., Hiltonbank, Hamilton. **A. Douglas Thomson**, Esq., D.Litt., 14, Kelvin Drive, Kelvinside, N., Glasgow. W. Menzies, Esq. (*Junior Inspector*), 16, Blythswood Drive, Glasgow. J. H. Murray, Esq. (*Junior Inspector*), 28, Partickhill Road, Glasgow. H. N. Patrick, Esq., Ph.D. (*Junior Inspector*), Craigneish, Bothwell, Glasgow. *D. Macleod, Esq.*, 72, Lauderdale Gardens, Hyndland, Glasgow.
	Bute—County of - - - - - - -	18,787	
	Total - - -	701,734	
8	Lanark. (*See* Nos. 7 and 11.) - - - - - *Except Glasgow City, and the parishes of Govan, Maryhill, and Springburn.*	423,810	**G. Andrew**, Esq., Barnhill House, Lanark. T. B. M. Lamb, Esq., Roselea, Douglas Gardens, Uddingston, Glasgow. *W. M. Shanks, Esq.*, Muirfield, Auchingramont Road, Hamilton. *J. Miller, Esq.*, Craigview, Burnbank Road, Hamilton.
	Dumbarton, part of. (*See* Nos. 6 and 11.) - - *comprising*— Kirkintilloch (Town), " (L.).	14,401	
	Stirling, part of. (*See* No. 6.) - - - - - *comprising* the parishes of— Baldernock, Campsie. | Strathblane.	6,886	
	Total - - -	445,097	

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
	WESTERN DIVISION—*continued.*		
9	AYR - - - - - - - - - -	254,773	**A. Lobban**, Esq., Ayr. *D. Johnston, Esq.*, Tintagel, Dalry, Ayrshire. (*See also* No. 10.) *J. Henderson, Esq.*, Prestwick Road, Ayr.
	Total - - -	254,773	
10	DUMFRIES - - - - - - - - -	72,571	**D. Thompson**, Esq. Parkhurst, Dumfries.
	KIRKCUDBRIGHT - - - - - - - -	39,511	*D. Johnston, Esq.*, Tintagel, Dalry, Ayrshire (*See also* No. 9.)
	WIGTOWN - - - - - - - -	32,557	*T. A. Leishman, Esq.*, Stanley Villa, Rotchell Park, Dumfries.
	Total - - -	144,639	
11	LANARK, part of. (*See* Nos. 7 and 8.) - - - *comprising* the parish of Govan.	208,053	**R. Harvey**, Esq., 23, Lilybank Gardens, Hillhead, Glasgow.
	DUMBARTON, part of. (*See* Nos. 6 and 8.) *comprising*— Arrochar, Bonhill, Cardross, Dumbarton (B.), ,, (L.), Kilmaronock, Luss, New Kilpatrick, Old Kilpatrick, Roseneath, Row.	94,559	*T. McVie, Esq.*, Glenalbyn, Dalmuir, Glasgow.
	Total - - -	302,612	

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Western Division—*continued.*		
12	Renfrew	293,192	**D. Munro Fraser**, Esq., 40, Kelburn Avenue, Dumbreck, Glasgow.
	Argyll	74,241	*J. Wilson, Esq.* Southfield, Giffnock, Glasgow.
			A. M. Burdon, Esq., Kingarth, Maxwell Park, Glasgow.
	Inverness—Parish of Small Isles (*see* Nos. 17 and 18.)	495	*G. Murray, Esq.*, 1, Trefoil Gardens, Shawlands, Glasgow.
	Total	367,928	

OFFICERS ATTACHED TO THE WESTERN DIVISION.

1. **F. W. Young**, Esq., H.M. Inspector,
   32, Buckingham Terrace, Botanic Gardens, Glasgow.
2. A. Cameron Smith, Esq., Junior Inspector,
   38, Clarence Drive, Glasgow.
3. D. H. Crawford, Esq., Junior Inspector,
   9, Strathmore Gardens, Glasgow.
4. A. Lang, Esq., Junior Inspector,
   29, Cartha Street, Langside, Glasgow.
5. *J. Grigor, Esq.*, Sub-Inspector, Second Class,
   58, Clarence Drive, Glasgow.

NORTHERN DIVISION.

G. DUNN, Esq., LL.D., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

13	Forfar, South *consisting of*— Arbirlot, Auchterhouse, Barry, Broughty Ferry (Town), Carmyllie, Dundee (B.), ,, (L.), Dunnichen, Eassie and Nevay, Forfar (B.), ,, (L.), Fowlis Easter, Friockheim, Glamis, Inverarity, Kettins, Kinnettles, Kirkden, Liff, Benvie and Invergowrie, Lundie, Mains and Strathmartine, Monifieth, Monikie, Murroes, Newtyle, Panbride, Tealing.	213,504	**J. M. Wattie**, Esq., Linton, Strathern Road, Broughty Ferry.
			J. W. Munro, Esq., Ardlogie, Leuchars, Fife.
	Perth, part of. (*See* Nos. 5 and 6.) *comprising*— Abernyte, Inchture, Longforgan.	2,679	*J. H. Craig, Esq.*, 2, Newington Terrace, Broughty Ferry. (*See also* No. 14.)
	Total	216,183	

Northern Division—*continued.*

No. of District.	County or District.		Population (1901).	Inspectors, Junior Inspectors and Sub-Inspectors, with their Head-Quarters.
14	**Forfar, North**		70,578	**R. J. Muir**, Esq., Peel Place, Montrose.
	consisting of—			
	Aberlemno, Airlie, Arbroath (B.), Arbroath and St. Vigean's (L.), Brechin (B.), ,, (L.), Careston, Cortachy and Clova, Craig, Dun, Edzell, Farnell, Fern, Glenisla, Guthrie, Inverkeilor,	Kingoldrum, Kinnell, Kirriemuir, Lintrathen, Lochlee, Logie Pert, Lunan, Marytown, Menmuir, Montrose (B.), ,, (L.), Navar and Lethnot, Oathlaw, Rescobie, Ruthven, Stracathro, Tannadice.		*J. H. Craig, Esq.*, 2, Newington Terrace, Broughty Ferry. (*See also* No. 13.)
		Total	70,578	
15	**Aberdeen**		313,825	**G. Dunn**, Esq., LL.D., Westbourne House, Ferryhill, Aberdeen.
	Kincardine		31,537	
	Orkney		28,699	**W. E. Philip**, Esq., 72, Forest Road, Aberdeen.
	Shetland		28,166	C. H. Rankine, Esq. (*Junior Inspector*), 213, Forest Avenue, Aberdeen. *J. Galloway, Esq.*, 23, Cranford Road, Aberdeen. *R. Topping, Esq.*, 36, Beaconsfield Place, Aberdeen *F. R. S. Walker, Esq.*, 11, Rubislaw Den South, Aberdeen. *J. Moffat, Esq.*, 169, Forest Avenue, Aberdeen.
		Total	402,227	

term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose, provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

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H. Craik

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(*a.*) The official name of the school or class.

(*b.*) The subject of instruction, together with the division and the article of the Code under which it is taken. (*If the instruction extends over more than one year the particular year should be indicated.*)

(*c.*) The names of all the teachers.

(*d.*) The days and hours of meeting.

(*e.*) The signatures of managers (or their representatives) who have visited the class, the dates and times of the visits, and the number of students present on those occasions.

III. In the body of the Register provision must be made for the undermentioned details :—

(*a.*) The full name of each student.

(*b.*) The date of his (or her) birth (day, month, year), and the occupation of the student.

(*c.*) The qualification for registration of each student, together with a reference to the article of the Code sanctioning such registration.

(*d.*) The classes attended by each student during the session—whether the classes are under the same management or not.

(*e.*) The fee *actually* paid by each student.

(*f.*) The date of each meeting of the class.

(*g.*) The time of marking the Register at each meeting.

(*h.*) The total number of students present at each meeting of the class.

(*i.*) The total number of *hours* of attendance of students at each meeting.

(*j.*) The total number of *hours* of attendance of each student at the class during the session.

H.M. INSPECTORS OF SCHOOLS (27).

INSPECTORS.	Number of District.	INSPECTORS.	Number of District.
Andrew, A. R., Esq.	7	Macnair, D. S., Esq., Ph.D.	Southern Division.
Andrew, G., Esq.	8	Michie, F. W., Esq.	1
Clark, J., Esq.	2	Millar, A. D., Esq.	5
Dunn, G., Esq., LL.D.	15	Muir, R. J., Esq.	14
Ewen, J. T., Esq.	Northern and Highland Divisions.	Philip, W. E., Esq.	15
Fleming, C. J. N., Esq.	3	**Robertson**, J. L., Esq.	18
Fraser, D. Munro, Esq.	12	**Scougal**, A. E., Esq., LL.D.	1
Fraser, W. G., Esq.	6	Smith, J. C., Esq.	4
Harvey, R., Esq.	11	Stewart, Walter, Esq., D.Sc.	Southern Division.
Jamieson, F. R., Esq.	1	Thompson, D., Esq.	10
Lamb, T. B. M., Esq.	8	Thomson, A. Douglas, Esq., D. Litt.	7
Lobban, A., Esq.	9	Wattie, J. M., Esq.	13
Macdonald, J. A., Esq.	17	Young, F. W., Esq.	Western Division.
McKechnie, W. W., Esq.	16		

JUNIOR INSPECTORS (9).

Crawford, D. H., Esq.	Western Division.	Murray, J. H., Esq.	7
Frewin, J. G., Esq.	Southern Division.	Patrick, H. N., Esq., Ph.D.	7
Lang, A., Esq.	Western Division.	Rankine, C. H., Esq.	15
Mackay, F. H., Esq., Ph.D.	Northern Division.	Smith, A. Cameron, Esq.	Western Division.
Menzies, W., Esq.	7		

SUB-INSPECTORS—1st CLASS (8).

Crombie, J., Esq.	1	McDonald, A., Esq.	17, 18
Gall, W. S., Esq.	4	Munro, J. W., Esq.	13
Galloway, J., Esq.	15	Shanks, W. M., Esq.	8
Johnston, D., Esq.	9, 10	Wilson, J., Esq.	12

SUB-INSPECTORS—2nd CLASS (21).

Beaton, M., Esq.	18	Leishman, T. A., Esq.	10
Bell, W. H., Esq.	6	Macleod, D., Esq.	7
Burdon, A. M., Esq.	12	Macleod, D. J., Esq.	4, 5
Craig, J. H., Esq.	13, 14	McVie, T., Esq.	11
Craigie, J., Esq.	2	Miller, J., Esq.	8
Grigor, J., Esq.	Western Division.	Moffat, J., Esq.	15
Henderson, J., Esq.	9	Morrison, M., Esq.	16
Home, W., Esq.	3	Murray, G., Esq.	12
Hood, J. N., Esq.	Northern and Highland Divisions.	Robb, W., Esq.	1
		Topping, R., Esq.	15
		Walker, F. R. S., Esq.	15
		(One vacancy.)	

The names of the Chief Inspectors are printed in heavy type.

PAPERS relating to EDUCATION, presented to PARLIAMENT by the COMMITTEE of COUNCIL on EDUCATION in SCOTLAND.

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Report to His Majesty the King in Council, 1907–1908. [Cd.—4084.] Price 2½*d.*

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General Reports for the year 1907, by the Chief Inspectors of the Southern, Western, and Northern Divisions of Scotland. [Cd.—4063.] Price 2½*d.*; [Cd.—4050.] Price 3½*d.*; [Cd.—4033.] Price 2½*d.*

Thirty-fifth Annual Report by the Accountant for Scotland to the Scotch Education Department. [Cd.—4112.] Price 5½*d.*

Reports and Statistics relating to Continuation Classes and Central Institutions for the year 1906–1907. [Cd.—4130.] Price 8*d.*

Report for the year 1907 by James J. Dobbie, Esq., D.Sc., F.R.S., on the Royal Scottish Museum. [Cd.—3974.] Price 2*d.*

Report by Dr. Mackenzie and Captain Foster, on a Collection of Statistics as to the Physical Condition of Children attending the Public Schools of the School Board for Glasgow, with relative Tables and Diagrams. [Cd.—3637.] Price 10½*d.*

Codes, Minutes, etc.

Code, 1908. [Cd.—3948.] Price 3*d.*

Code for Continuation Classes, 1908. [Cd.—4090.] Price 2*d.*

Minute dated 4th February, 1908, providing for Special Grants in aid of certain School Boards in Scotland. [Cd.—3924.] Price ½*d.*

Minute dated 25th February, 1908, providing for the distribution of the General Aid Grant. [Cd.—3946.] Price 1*d.*

Minute dated 27th February, 1908, amending the terms of paragraph 2 of the Minute of 27th April, 1899, providing for the distribution of the sum available for Secondary or Technical (including Agricultural) Education, under Section 2, Sub-section (4) of the Local Taxation Account (Scotland) Act, 1898. [Cd.—3983.] Price ½*d.*

Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools, 1908. [Cd.—4034.] Price 3½*d.*

Regulations as to Grants to Secondary Schools, 1908. [Cd.—4040.] Price ½*d.*

Memorandum on the Teaching of Drawing. [Cd.—3662.] Price 1½*d.*

Memorandum on the Study of History in Scottish Schools. [Cd.—3843.] Price 1½*d.*

Memorandum on Nature Study and on the Teaching of Science in Scottish Schools. [Cd.—4024.] Price 3*d.*

Memorandum Explanatory of the Provisions of the Education (Scotland) Bill, 1908. [Cd.—4051.] Price 1½*d.*

Returns.

Return showing (1) the Expenditure from the Grant for Public Education in the year 1907; (2) a list of Day Schools aided from Parliamentary Grant, with Statistics relating thereto, for 1906–1907, and Supplementary Lists of Schools, etc.; and (3) Summarised Statistics of Day Schools in receipt of Annual Grants under the Code, for the year ended 31st August, 1907. [Cd.—4003.] Price 8½*d.*

Scheme "to be proposed by the Scotch Education Department under Clause 14 (2) of the Education (Scotland) Bill, for the allocation of the balance of the Education (Scotland) Fund to the several districts for which Committees on Secondary Education were appointed by the Minute of the Department, dated the 10th day of June, 1897." [H.C.—165.] Price ½*d.*

Education (Scotland) Bill, 1908. Copy "of Comparative Statement showing—A. The amounts at present received by the Secondary Education Committee Districts from the Sums which, under Clause 13 of the Bill, will constitute the Education (Scotland) Fund. B. The distribution of the balance of the Fund under Clause 14 (2) of the Bill by two different methods." [H.C.—189.] Price ½*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz. : Wyman and Sons, Ltd., Fetter Lane, E.C., and 32, Abingdon Street, Westminster, S.W. ; or Oliver and Boyd, Edinburgh ; or E. Ponsonby, 116, Grafton Street, Dublin.

MINUTES.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 4th February, 1908, providing for Special Grants in aid of certain School Boards in Scotland.

At Dover House, Whitehall, the 4th day of February, 1908.

BY THE LORDS OF THE COMMITTEE
OF HIS MAJESTY'S MOST HONOURABLE PRIVY
COUNCIL ON EDUCATION IN SCOTLAND.

Resolved as follows:—

(1) If the Scotch Education Department is satisfied that the Expenditure of a School Board during the year ended 15th May, 1907, was such that the expenditure met or to be met by rates (subject to the limitations mentioned below) exceeded the produce of a rate of eighteenpence in the pound, the Department may make, in addition to any other grants, a special grant equal to three-fourths of the excess.

(2) The expenditure of a School Board met or to be met by rates will be ascertained from the Account for the year named submitted to the Accountant for Scotland, in terms of Sections 48 and 49 of the Education (Scotland) Act, 1872, and will be the amount by which the expenditure as shown therein exceeds the receipts from sources other than rates; but

(*a*) There will not be included in the receipts—
  (1) Any balance in hand at the beginning of the year, or
  (2) Any receipts from loans, or
  (3) Any special grant received under the Department's Minute of 19th July, 1906;

(*b*) There will not be included in the expenditure—
  (1) Any balance overdrawn at the beginning of the year, or

(2) Any expenditure from loans, or
(3) The sum (if any) by which the expenditure on administration exceeded the produce of a rate of a penny in the pound.

(3) The produce of a rate of eighteenpence in the pound for any School Board will be taken to be the amount which is proportionate to the total produce of the rate actually levied, including the total amount of grant received under the Agricultural Rates Act, 1896, for the year ended 15th May, 1907. Such total produce should be exclusive of any arrears of the rate levied for the year ended 15th May, 1906, which may happen to be collected within the year ended 15th May, 1907; but should include any amounts in arrear at the latter date which may be regarded as recoverable. The produce of a rate of a penny in the pound will be calculated in similar proportion.

(4) Grant will not be paid under these Regulations to a School Board until the Account named in Section 2 has been received and examined by the Accountant in Edinburgh.

(5) These Regulations apply to payments for the financial year 1907–8, and no undertaking is given that these special grants will be continued.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 25th February, 1908, providing for the Distribution of the General Aid Grant.

MEMORANDUM.

The distribution of the General Aid Grant proposed in this Minute is as follows:—

The estimate of the General Aid Grant for the year ending 31st March, 1909, includes a revote of a sum of £29,643 in consideration of the remainder of the balances of the General Aid Grant for 1904–5 and 1905–6, which have been surrendered. Section I. of the present Minute provides for the distribution of this sum.

Section II. deals with the application of the normal General Aid Grant, and after providing for certain expenses connected with the Training of Teachers and provision of bursaries (Sections II. A. and B.); for special aid to certain School Board districts in the Highlands (Section II. C.); and for aiding the supply of teachers in small schools (Section II. D.), distributes the *whole* of the balance to School Boards and School Managers in relief of their general expenditure.

At Dover House, Whitehall, the 25*th day of February*, 1908.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

That the General Aid Grant included in the Parliamentary Vote for Public Education, Scotland, for the year ending 31st March, 1909, shall be applied as follows:—

I. The sum of £29,643 shall be applied towards the making of grants in aid of capital expenditure incurred for the following purposes:—

(A). For the acquisition under Section IX. of Their Lordships' Minute of 30th January, 1905, of Training College premises by the Committees established under the said Minute, in so far as the purchase price, or consideration to be given, shall have been approved by the Department.

(B). In providing buildings or equipment necessary for the purpose of giving advanced technical instruction in any recognised central institution, or in any institution devoted solely to the purpose of giving technical instruction, the benefits of which are, in Their Lordships' opinion, available for the population of a sufficiently wide area.

(C). In providing buildings or equipment necessary for the greater efficiency of the instruction given in such special institutions as blind asylums, schools for the deaf and dumb, and the like, in cases where the benefits of the institution are, in Their Lordships' opinion, available for the population of a sufficiently wide area.

Provided that in making grants under either of the foregoing sub-sections, the objects of the expenditure shall be approved by Their Lordships, and that there shall be an adequate local contribution towards the purposes for which the grant is made.

(D). In providing such initial equipment as may be required for supplying industrial training to boys and girls resident in the Island of Lewis in accordance with the proposals contained in the report of the Lewis Local Committee, 1903, or such other proposals of local authorities in that Island as may be approved by the Department, and for making, subject to the approval of the Department, similar provision in such other of the districts of the Congested Districts Board as the Board may recommend.

Applications for grants under this Section should be lodged before the 1st July, 1908.

II. The remainder shall be applied:—

(A). In making payment to the Committees established under Their Lordships' Minute of 30th January, 1905, of such sums as shall be required to meet the expenditure incurred by them with the approval of the Department in the training of teachers.

(B). In adding a sum not exceeding £60,000 to the amount allocated to County and Burgh Committees for Secondary Education under the Department's Minute of 10th June, 1897, the proportion of the increased grant accruing to each Committee to be applied to the provision of bursaries or maintenance allowances in accordance with Article 57 of the Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools.

Of this sum an amount not exceeding £3,000 will be reserved for the provision by the Department of additional bursaries in the Counties of Inverness, Argyll, Ross, Sutherland, Caithness, Orkney and Shetland, upon consideration of proposals submitted to the Department by the Secondary Education Committees of the Counties named.

(C). (1) In making payment of a sum, not exceeding £1,500 in all, to those School Boards in the Highlands and Islands which are under the Department's Minute of 4th March, 1895, towards the cost of new buildings, or of the repair and upkeep of existing buildings, or for other like purposes, in respect of the schools within the districts of such School Boards.

(2) In making a grant of £10 on account of each school attended by Gaelic-speaking children, on the staff of which there has been, for not less than six months of the school financial year, at least one Gaelic-speaking teacher other than a pupil-teacher, who is reported by His Majesty's Inspector to have made effective use of his knowledge of the language as an aid in instructing Gaelic-speaking pupils in the various subjects taught, including English.

(D). In making payments in aid of the provision of a properly qualified teaching staff as follows:—

(1) To each school with a weekly average number on the roll of 75 or under, on the staff of which, in addition to the principal (certificated) teacher, at least one other teacher having the qualifications specified in Article 71 of the Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools (or any higher qualification) shall have been employed for not less than six months of the school financial year ending between 29th February, 1908, and 31st January, 1909, a sum of £40.

(2) To each school with a weekly average number on the roll of 125 or under, in which, in addition to the principal (certificated) teacher, at least two other teachers with the qualifications described above shall have been so employed, a sum of £30.

(3) To each school with a weekly average number on the roll of 180 or under, in which, in addition to the principal (certificated) teacher, at least three other teachers with the qualifications described above shall have been so employed, a sum of £20.

The foregoing payments shall be increased by the sum of £10 in each case in which the minimum additional staff stipulated for as above comprises at least one certificated teacher, or, in the case of schools with a weekly average number on the roll of over 125, two certificated teachers.

The weekly average number on the roll referred to in each ot the foregoing sub-sections shall be the average number per week on the roll for the school financial year for which Annual Grant is payable ending between 29th February, 1908, and 31st January, 1909, inclusive.

The foregoing payments may be withheld or reduced in cases where it is not shown to the satisfaction of the Department that the staff stipulated for has been employed during the whole time the school is open, or where the grant as aforesaid would exceed the expenditure incurred in providing the additional staff.

For the purposes of this Minute the Higher Grade Department of a school shall not be reckoned as a separate school.

Where in any year the weekly average number on the roll exceeds by not more than 5 one or other of the numbers specified in the foregoing sub-sections, the grant shall nevertheless be paid, as if this number were not exceeded, in those cases in which it is shown that the average of the weekly average number on the roll of the three preceding years is not more than the number specified.

The various grants payable under the foregoing Sections II. *C.* (2) and *D.* shall in each case be conditionally payable with the Annual Grant for the school financial year ending within the period named.

(E). The balance of the sum voted, after providing for the foregoing payments, shall be distributed to School Boards and to School Managers in respect of the day schools under their management, which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 & 36 Vict., cap. 62, sec. 67), the distribution being made in proportion to the average attendance in each school upon which annual grant is payable for the school financial year ending between the 29th February, 1908, and the 31st January, 1909.

The grant under this section will be payable towards the end of the financial year ending 31st March, 1909, as soon as possible after the amount of the balance available for distribution has been ascertained.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 27th February, 1908, amending the terms of paragraph 2 of the Minute of 27th April, 1899, providing for the distribution of the sum available for Secondary or Technical (including Agricultural) Education, under Section 2, Sub-section (4) of the Local Taxation Account (Scotland) Act, 1898.

MEMORANDUM.

This amendment is proposed with the object of making more money available for the promotion of Agricultural Education in rural districts according to schemes framed in consultation with the several Agricultural Colleges in Scotland.

It is proposed to add to the staffs of the Agricultural Colleges under these schemes additional officers to give continuous instruction in various branches of Agriculture at selected centres in each County, to provide additional instructors for Dairying, Poultry and Bee-keeping, and to facilitate the creation and suitable use of gardens and instruction plots in connection with Schools in rural districts.

At Dover House, Whitehall, the 27th day of February, 1908.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read:—

The Minute of 27th April, 1899.
The Minute of 15th June, 1899.
The Minute of 14th June, 1901.

Resolved:—

That for the words "a sum not exceeding £2,000" in paragraph 2 of the said Minute of 27th April, 1899, shall be substituted the words "a sum not exceeding £10,000."

TRAINING OF TEACHERS.

TEACHERS OF HIGHER SUBJECTS.

(Circular to Managers of Intermediate and Secondary Schools.)

C. 406.

Scotch Education Department,
31*st* *July*, 1907.

SIR,

I am to state that the Department have had under consideration the question of the simplest means for giving effect to the provisions of Article 42 of the Regulations for the Preliminary Education, &c., of Teachers, in terms of which persons who were actually serving in recognised positions as teachers of Higher Subjects in Intermediate and Secondary Schools at the date of the issue of the Regulations (7th June, 1906), are entitled to take rank as specially qualified teachers of the relative subjects in terms of Chapter V. of the Regulations.

The subjects in respect of which such recognition may be claimed are English, French, German, (or other Modern Language), Classics, Mathematics, Science, History, and Geography.

To prevent misunderstanding I am to explain that what is clearly contemplated in the Regulations is the recognition of a *genuine specialist qualification*, such as very few teachers are at all likely to possess in more than one or (at the most) two subjects. It is obvious, for instance, that a class teacher could not be regarded as *specially qualified* in respect of all of the subjects in the teaching of which he may incidentally have had a share. The primary requirement for recognition in terms of Article 42 will therefore be evidence that the teacher has actually held an important and responsible position in the school in connexion with the teaching of the particular subject for which he claims special recognition.

The Department are now prepared to consider claims for recognition in terms of Article 42, which must be made, through the Managers of the School in which the teacher was engaged at the date of the Regulations, on form 49 T., a supply of which is enclosed. Further copies of this form may be obtained on application to the Department. The forms of claim should be forwarded to the Department not later than 31st December 1907.

Teachers whose claims are admitted will receive a notification to that effect, and their names will be entered in a Register of recognised teachers of Higher Subjects.

The attention of those who were not serving in recognised positions as teachers of Higher Subjects in Intermediate or Secondary Schools at the date of the Regulations (7th June, 1906), but who have since been appointed to such positions, and desire to obtain recognition under Chapter V. of the Regulations, should be directed to the footnote to Article 42. In such cases application should be made to the Provincial Committee for the Training of Teachers, as soon as one year of satisfactory service is completed.

I have, etc.,

J. STRUTHERS.

TEACHERS OF SPECIAL SUBJECTS.

(*Circular to Managers of Schools and others.*)

C. 408.

Scotch Education Department,
24th October, 1907.

SIR,

I am to state that the Department have had under consideration the question of the simplest means for compiling a list of those who are entitled, in terms of the first sentence of Article 47 of the Regulations for the Preliminary Education, &c., of Teachers, to take rank as specially qualified teachers of certain subjects, in virtue of the fact that they were actually serving as recognised teachers of those subjects at the date of the issue of the Regulations (7th June, 1906).

The subjects in respect of which such recognition may be claimed are those referred to in the footnote to Article 47, viz., Drawing, any branch of Applied Science or Technical Industry, Agriculture, Horticulture, Commercial Subjects, Housewifery or any branch thereof, Physical Exercises and School Gymnastics, Woodwork, and Ironwork or other recognised Manual occupation for schools.

It will be observed from the terms of Article 37 of the Regulations that holders of the General Certificate may be recognised in respect of satisfactory work performed during the period of training, as generally qualified to give instruction in certain of the above-named subjects. But a clear distinction must be drawn between this general qualification and the higher standard which is implied by the "Special Certificate of Qualification" to be issued under Chapter VI. of the Regulations. What is obviously contemplated in that Chapter is the recognition of a *genuine specialist qualification*, such as very few teachers are likely to possess in more than a single subject.

To prevent misunderstanding I am therefore to explain that in the case of those who claim recognition in terms of the first sentence of Article 47, the Department will look for attainments which may fairly be held to correspond generally with those required for the "Special Certificate of Qualification" under the latter part of that Article, and will further require evidence that, in the school or institution where he was employed, the teacher actually held an important and responsible position in connexion with the teaching of the particular subject for which he claims special recognition.

The Department are now prepared to consider such claims, provided they are made through the Managers of the School in which the teacher was engaged at the date of the Regulations, on form 50 T., of which a supply is enclosed. Further copies of this form may be obtained on application to the Department. The forms of claim should be forwarded to the Department not later than 31st March, 1908.

If a teacher was engaged in more than one school or institution at the date of the Regulations as a teacher of the special subject in respect of which the claim is made, the application should be forwarded through the Managers of that school or institution in which he was mainly employed, but particulars of his employment in the other schools should also be given.

Teachers whose claims are admitted will receive a notification to that effect, and their names will be entered in a Register of recognised teachers of Special Subjects.

It is requested that the terms of this Circular letter may be brought to the notice of any teachers of Special Subjects who appear to be qualified to submit a claim on form 50 T.

I have, etc.

J. STRUTHERS.

EDUCATIONAL APPOINTMENTS IN INDIA AND THE COLONIES.

(*Circular to School Boards and Managers.*)

C. 411.

Scotch Education Department,
2nd January, 1908.

SIR,

The Scotch Education Department are asked from time to time, in conjunction with the Board of Education, to select candidates for educational appointments of various kinds in India and the Colonies. For this purpose a list of applicants is kept in this office. Vacancies, as they occur, are sometimes advertised in the newspapers, but it will not be possible to follow this course in all cases, and a selection for any vacancy may be made from the candidates whose names are already on the Department's list. For this reason teachers and others connected with education in Scotland, who are desirous of obtaining employment abroad, would do well to make a general application to the Department without waiting to hear of a particular vacancy, in order that their names may be placed on the list, after which they will receive notice of any appointment to be made on the recommendation of this Department or the Board of Education, for which they may be considered eligible.

Applications should be addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W. Testimonials and Certificates should not be sent to this office until the candidate has received a special form of application, which will be sent to him or her upon request.

In connection with this notice attention may be called to the Department's Circular No. 382, stating the conditions upon which young teachers in Scottish Secondary Schools may obtain employment for one year in French Lycées or Colleges and in German Schools as temporary Assistants. Applications for posts of this kind may in future be addressed to this office, and should be forwarded *not later than April 30th* preceding the session for which such employment is desired.

I am to request that you will be good enough to circulate this notice among the teachers in the employment of your Board (Committee or Managers)

I have, etc.,

J. STRUTHERS.

FRENCH AND GERMAN ASSISTANTS IN SCOTTISH SCHOOLS AND COLLEGES.

(*Circular to Training Centres and Secondary and Higher Grade Schools.*)

C. 390.

Scotch Education Department,
13*th March,* 1908.

SIR,

The French and Prussian Governments have recently established a system under which a number of young teachers in Secondary Schools in England and Scotland may be attached for a year to certain Secondary Schools in their respective Countries. The authorities of the foreign Ministries of Public Instruction are most anxious to extend the scheme, and to find similar opportunities in suitable Training Centres, or in suitable Secondary or Higher Grade Schools in England and Scotland, for young graduates who will afterwards be employed in their own State Schools.

These Governments have approached the Scotch Education Department with a view to co-operation. In the opinion of the Department the proposal has much to recommend it, and, provided that proper care be exercised in the selection of the candidates and in the arrangements made for their work, it is thought that the presence of such teachers on the staff of a School might prove most useful.

In the majority of cases it will probably be found that the "Assistants" have too little pedagogical experience to be entrusted under unfamiliar conditions with the continuous instruction of a class of pupils, and so to take a share in the ordinary work of the school. Modern Language instruction to be effective is now seen to demand a greater degree of continuity in teaching than was at one time thought necessary. But the higher the efficiency of the regular staff, the greater the benefit likely to accrue from supplementing its efforts in special directions. And there are many ways in which such a young foreign teacher might give valuable help. If he possesses the necessary tact, he will be frequently consulted by his Scottish colleagues who are responsible for the regular instruction; for them he will be a ready work of reference and a court of appeal on points of disputed usage. His main usefulness will, however, lie in the direction of immediate contact with the pupils in order to develop their power of conversation. In the ordinary class work conversation must always remain a means rather than an end in itself. From this point of view little advantage would be derived from the substitution of a young foreigner for the experienced native teacher, nor would the foreign Governments concerned consider the conditions as satisfactory where a definite share in such instruction was assigned to the assistant. This arrangement would not only impose on him a very considerable amount of preparation and curtail too largely his own opportunities for study, but it would also divert his energies from their proper sphere—viz., the development of the conversational powers of the boys.

Instead, he should be employed to conduct small "conversation groups" of five or six pupils. Attendance at these exercises should be quite voluntary and might be regarded as a privilege, and in some measure as a reward for good progress in the ordinary class work. In these groups the work should be made as little formal as possible. It should be constantly borne in mind that it is not intended to convey to the pupils fresh knowledge, nor even, primarily, to practise them in that which they have already acquired. The chief object is to induce them to talk rapidly, on subjects within their grasp, in a manner which is not possible in the class-room.

Not more than two hours' work a day is to be demanded ot such assistants. The rest of their time should be at their own disposal. They may be encouraged to take part in the games and sports of the schools, if they show any readiness or aptitude in this direction; but such participation should not be expected of them. With regard to their own reading, they should feel at liberty constantly to consult the Headmaster or any member of the staff who may be recommended to them for this purpose; and care should be taken to point out to them all educational facilities (such as lectures at Universities and elsewhere) which are likely to prove useful.

Though these assistants are not members of the staff, their services will necessitate some remuneration. In Boarding Schools it might be possible to make arrangements whereby they should be boarded and lodged in one of the boarding houses. In the great majority of Scottish Schools, however, such an arrangement is not practicable. In Day Schools it would be necessary to offer sufficient salary (say from £60—75) to cover the cost of board and lodging.

It is clearly understood that these assistants would be liable to dismissal on the same terms as the ordinary members of the staff, though it is hoped that the power would not be exercised with these teachers—whose appointment is only for a year, at any rate during the initial stages of this experiment,—except in cases of grave breach of the rules or comity of the school, and that Managers would be prepared in such cases to make a report upon the matter to the Department for transmission to the foreign Ministry concerned.

It will greatly assist the ultimate success and spread ot a movement which it is believed may be of great value for the teaching of Modern Languages in all three countries, if Managers who are willing to make this experiment in a sympathetic spirit will submit a frank report at the close of the year upon the results that have been obtained, dealing with the difficulties that have occurred and with the conditions that should in their opinion be fulfilled if the best use is to be made of these assistants. These reports would, of course, be treated as strictly confidential by the Department and by the foreign Ministry of Public Instruction concerned.

As will be gathered from the foregoing remarks, the employment of men students in schools for boys is chiefly contemplated, but similar benefits might be expected to follow from the employment of women in the same capacity in girls', or even in mixed schools, and applications for the services of duly qualified women will also be received and transmitted abroad.

It should be added that, in the case of Secondary Schools, the Department will be prepared to recognise the salaries paid to such assistants as an object to which grants received from the Department may be applied in terms of Article 17 of the Regulations as to Grants to Secondary Schools.

Managers of Training Centres, or of Secondary or Higher Grade Schools, who desire to avail themselves of the services of French or German speaking assistants in the manner indicated above, during the session commencing next autumn, are requested to communicate with the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W., informing him of the number of assistants required, and of the remuneration which it is proposed to offer. It is important that all applications for the ensuing session should be received at an early date, if possible, *not later than May* 15*th.*

I have, etc.,

J. STRUTHERS.

SCOTTISH ASSISTANTS IN FRENCH AND PRUSSIAN SCHOOLS AND COLLEGES.

(Circular to Training Centres and others).

C. 391.

Scotch Education Department,

13th March, 1908.

Sir,

The French and Prussian Governments have recently initiated schemes under which a number of young teachers in Scottish Secondary Schools may be employed in Secondary Schools in France or Prussia for the space of one year as temporary assistants.

Though not taking any part in the regular instruction of the pupils, such assistants will be regarded in all other respects as the colleagues of the regular teaching staff. As a rule they will receive free board and lodging at the institution to which they are attached, or where this is not possible, an allowance sufficient to enable them to provide for themselves.

Their main duty will be to conduct small conversation groups of five or six pupils. This work is to be made as little formal as possible. It should be constantly borne in mind that it is not intended to convey to the pupils fresh knowledge, nor even, primarily, to practise them in that which they have already acquired. The chief object is to induce them to talk rapidly on subjects within their grasp in a manner which is not possible in the class-room. The assistant should himself possess a good English accent, free from peculiarities, and he should take special care to secure proper intonation of the sentence from his pupils.

Occasionally the Scottish assistant may be asked by the teacher of English to give lessons of pronunciation to his class. Much of his usefulness will depend upon his relations with the class teacher to whom he may probably find opportunities of making tactful suggestions with reference to the pupils who have come under his notice.

The assistants will have no supervision duty, though they may be encouraged to direct the games of some of the boys and teach them the English terminology. But this is always to be considered as voluntary, and is not an essential feature of the scheme.

Outside the stated hours of work (about two hours daily) the assistant is left perfectly free, and he will have ample opportunity for pursuing his own studies in French or German. The Headmaster of the School is instructed to give every possible assistance in this direction.

Candidates for such posts should preferably be graduates of some British University. The employment of men students in schools for boys is chiefly contemplated, but applications from duly qualified women for posts in girls' schools will also be received and transmitted abroad.

Répétiteurs and Répétitrices in French Training Colleges.

In addition to the posts referred to above there are a limited number of somewhat similar appointments as *répétiteurs* and *répétitrices* in French Training Colleges. The duties attached to these posts are practically identical with those already described, and free board and lodging are provided.

Whilst these appointments are specially suitable for those who have completed two years of training at Scottish Training Centres or Colleges and who desire to take a third year of training abroad, they are also open to other candidates qualified by their attainments to discharge the duties required.

Instructions to Applicants.

The normal duration of these appointments is for a complete school session, *i.e.*, from October to July. Applications for engagements of a shorter period cannot, as a rule, be entertained.

Applications for the post of *Assistant in a Secondary School* (French or Prussian) must reach the Department not later than the *30th April* preceding the session for which the candidate desires to be employed. For the post of *Répétiteur or Répétitrice in a French Training College* they must be forwarded not later than the *31st March*.

Applications should be addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W., and should make it clear whether it is the position of Assistant in a Secondary School (French or Prussian) or that of *Répétiteur* or *Répétitrice* in a French Training College that is desired, or whether either class of appointment would be accepted. Testimonials and certificates should not be forwarded until the candidate has received from the Department a form which will be issued on receipt of the first application.

Before they are finally selected for recommendation to the French or Prussian Government, candidates will, as a rule, be required to have an interview with a duly accredited representative of the Department.

I have, etc.,

J. Struthers.

INTEREST ON LOANS.

(*Circular to School Boards.*)

C. 409.

Scotch Education Department,
27*th September*, 1907.

SIR,

Adverting to Their Lordships' Circular (No. 379) dated 28th March, 1904, I am directed to state for the information of your Board, that the following notice has been issued by the Treasury, respecting the rates of interest on loans made after the 9th September, 1907, out of the Local Loans Fund, on the security of local rates:—

"The Lords Commissioners of His Majesty's Treasury "hereby give notice that in pursuance of the powers con-"ferred upon Them by the Public Works Loans Act, 1897 "(60 & 61 Vict., cap. 51, section 1), They have been pleased to "direct by their Minute of the 9th September, 1907, that on "loans advanced out of the Local Loans Fund, on the security "of local rates, subsequently to the date of that Minute, there "shall be chargeable, in lieu of the rates of interest fixed by "the Treasury Minute of the 3rd March, 1904, the following "rates of interest, viz:—

" Period of Repayment.	Rate of Interest.
" Not exceeding 30 years	3½ per cent. per annum.
" „ „ 50 „	3¾ „ „ „ „ ."

I have, etc.,
J. STRUTHERS.

THE CLEANSING AND DISINFECTING OF SCHOOLS.

MEMORANDUM.

The following directions for the cleaning and keeping clean of schools have been prepared at the request of this Department by the expert advisers of the Local Government Board for Scotland, and are issued under the joint authority of that Board and the Scotch Education Department.

The directions are based upon actual experience, and take full account of practical difficulties. They represent the minimum precautions that ought to be enforced by every School Board who take due account of the health of the children attending their schools. The Department are, therefore, confident that these directions will receive the careful consideration of all School Boards and managers, and that, after a due interval, His Majesty's Inspectors will be able to report that, in every school in the country, the instructions now issued are being observed, except where it has happily been found possible to better them.

Scotch Education Department,
November, 1907.

THE CLEANSING AND DISINFECTING OF SCHOOLS.

1. The Sources of Dirt in Schools.

The principal sources of dirt in schools are the following:—Shoes fouled by the dirt of the roads and streets; clothing fouled by dust or dried organic secretions; scales shed from the skin of the body and scalp; dried organic secretions from the skin, mouth, nose, etc.; dust accumulating in hair and clothing; organic dust roused from floors by the movements of the children; cast hairs; woollen, linen or cotton fibres; organic material blown from foul accumulations outside the school; soot and other inorganic dust particles.

The bodies of children are always in a state of very active growth. Hence the bodily secretions are relatively large in amount and readily become offensive in quality, even when the children are healthy. Within the school the children are continually moving. They keep the school dust in perpetual circulation; they add to the organic impurity of the atmosphere by respiration, by repeated coughing or sneezing, or, where slates are used, by spitting. Occasionally there are cases of skin diseases, such as itch (scabies), or impetigo, or favus, or ringworm, or moist eczema. There are frequently "colds in the head," or inflamed eyes, or inflamed surfaces of the scalp, etc. These all contribute to the organic dust of a school. When infectious diseases—*e.g.*, certain forms of inflamed eyes, or of inflamed throats or tonsils, scarlet fever, diphtheria, measles, whooping-cough, or chickenpox—are present, the dirt may become immediately dangerous as well as offensive. The particles of dust act as rafts to convey microbes of every sort from place to place.

The "close smell" so familiar in the schoolroom is due partly to the subtle organic impurities of the air breathed out by the children, partly to the decomposition of organic dirt on the children's bodies or in the room. Such decomposition is normally caused by microbes. Hence, to cleanse a schoolroom properly, it is necessary to destroy the germ-life as well as to remove the visible dirt. This is why periodic disinfection is advisable, even when no known infectious disease has been present.

2. The General Principles of Cleansing and Disinfection.

Accordingly, to secure a clean and wholesome atmosphere in the school it is essential that all organic dirt should be systematically and periodically destroyed and removed. This can most easily be done by moist cleaning, such as the ordinary wet-scouring with soap and soda. For the cleansing of greasy surfaces—*e.g.*, desks, seats, tables, floors, dadoes, and all objects exposed to contact of the bare hands or skin—active scouring with soap or some similar solvent is essential. For simple moistening, either with water or suitable liquid disinfectants, the most rapid mechanism is a spray-pump or garden syringe with a very fine rose. Several effective spray-pumps are now available. It is commonly assumed that the moistening of walls or dadoes, or papered surfaces, especially if unvarnished or unpainted, may cause serious damage. But this assumption is wrong. Experiment has shown that walls, whether papered, or varnished, or painted, or merely sized or whitewashed, may be thoroughly wetted with water or watery solutions without injury or stain. Usually, however, the schoolroom wall surfaces are painted or sized, the dadoes being of wood. There is thus no difficulty or danger in thoroughly wetting both walls and dadoes. With an efficient spray-pump the walls, floor and ceiling of a room 20 feet square can be thoroughly wetted with disinfectants in ten minutes or less. When the pump is properly adapted, ceilings 12 or 14 feet high can be conveniently reached without scaffolding of any kind. The "tarry" disinfectants, even in dilute mixtures (or emulsions), are not, as a rule, suitable for spraying, except where the surfaces can be afterwards rubbed or washed, or where slight disfigurement is of no consequence. But there are several good disinfectants that can be made up in watery solutions suitable for the spraying of almost any surface.

Every schoolroom should be completely cleansed by moist cleaning and disinfection at least once a year. Some rooms, particularly infant rooms, may require such thorough cleaning several times a year. Offices should be sprayed with disinfectants as often as is necessary to keep them free from offensive odours.

It is to be assumed that every schoolroom is systematically swept and dusted once a day, and that the floors are wet-scoured as often as is necessary to keep them clean and wholesome.

To reduce the circulation of dust during the sweeping process the floor should be treated with moist sawdust, or some similar material, or lightly sprayed. Recently the oiling of floors periodically with certain preparations has been recommended as a means of "weighting" the floor dust. Desks, forms, tables, etc., should be "dusted" every day, but the duster should always be moistened. Dry-dusting with cloths or switches ought to be discontinued.

All class-rooms ought to be flooded and reflooded with fresh air for as many hours a week as circumstances render practicable. Windows should be opened at every possible opportunity, and should remain open except when the weather makes closing necessary. In our climate, the air is never too cold for a healthy person to breathe.

3. SPECIFIC DIRECTIONS FOR CLEANSING.

The following directions, which are in varying degrees applicable to all schools, both in town and country, indicate in considerable detail the measures necessary to keep the schools in a hygienic condition. The Head-master should be responsible for seeing that these directions, so far as applicable to his school, are systematically and thoroughly carried out.

I. Schoolrooms and School Appliances.

(1) The walls and ceilings of all the principal rooms, class-rooms, store-rooms, lobbies and staircases should be first brushed free of dust and cobwebs, then washed with clean cold water, and thereafter whitewashed or re-coloured. But where there is a spray-pump, or a good garden pump with a fine rose, the walls and ceilings should be thoroughly sprayed, until they are running wet. If you spray from below upwards—not, as is commonly done, from above downwards—you will find that the walls will dry without a stain. The reason is simple—the water runs easily off a moist surface, and does not soak unequally into the plaster or paper or size. All unvarnished or unpainted passages, staircases and store-rooms should, unless for special reasons, be lime-washed. Lime-wash for this and the purposes subsequently detailed should be made with freshly-burned lime, and to each gallon of the mixture a quarter of a pound of chloride of lime should be added. The lime and the chloride together form a good disinfectant. But whitening mixed with a suitable disinfectant may serve the same purpose.

Cloak-rooms and cloak-lobbies should receive special attention. Hat-pegs and dressing-booths should be first well scoured with hot water, soap and soda, and then sprayed or washed with disinfectants.

Playing-sheds should also be periodically cleaned by the same methods.

All school windows should be kept clean and bright.

(2) All floors, desks, seats, doors, window-frames, chairs, tables, black-boards, and all other woodwork, fixed or movable, should be thoroughly washed and scrubbed with hot water, soap and soda, and thereafter re-varnished where necessary. The floors need the most special attention, for the openings between each couple of boards always are a receptacle for many varieties of filth. In these openings, narrow as they are, gather dust from the clothing, scales from the skin, the dried products of coughing or spitting, the germs of infectious diseases, and many other forms of vegetable and animal refuse. All these, disturbed by air currents and passing from time to time into the room, persistently contaminate the school atmosphere, so lessening the vitality of the children and increasing their liability to infectious disease. Defects in the flooring ought to be repaired; loose and rotting boards should be displaced. Then the floor should be well swept before the washing. In bad cases it is advisable to use some strong disinfectant.

(3) All presses, cupboards and store-rooms should be completely cleared out and washed with hot water, soap and soda. The contents, before re-packing, should be thoroughly freed from dust.

(4) All curtains, window blinds and dusters should be boiled and washed. All mats should be well beaten and well exposed to the air.

(5) All map-boxes, wall maps, pictures, ornaments, and apparatus of every kind should be taken to the outside, thoroughly dusted, and those of them that will wash should be washed. Maps are always a dangerous resting-place for dust.

(6) All slates, if kept in school, should be washed. Slates retain the grease due to handling and the decomposing products due to spitting. In schools where the same slates are used by different children, the slates will form a ready means of conveying mouth or throat affections, such as infectious tonsillitis or diphtheria or scarlet fever. Tongue-licking of slates is not uncommon, and one child may unknowingly lick the slate used earlier in the day by a neighbour. Dirty slates thus multiply the chances of infection. In short, the use of slates should, where possible, be discontinued.

(7) All sewed work and lap bags, if kept in school, should be hung out and aired on a brisk windy day before they are repacked.

(8) All pens, pen-holders, pen-boxes, ink-bottles, pointers and rulers should be well washed in hot water and immediately dried.

(9) If there is a library in connection with the school, all the books should be carried into the open air and well dusted. The book-cases should be thoroughly washed with hot water, soap and soda.

(10) All old blotting-paper, waste-paper, book rags and old copybooks should, if there is any special reason for preserving them, be aired and dusted with the other books; otherwise they should be burned.

(11) Where it is necessary to preserve copybooks or other manuscript books, a simple method of disinfection after a school epidemic is the following:—

Take as many pieces of blotting-paper as may be required. Cut them to the size of the copybook. Soak them in a disinfectant of the necessary strength. Insert one of the soaked pieces between each two leaves of the copybook. Close, and cover up the whole in a waterproof sheet for twenty-four hours. On opening, gently remove the blotting-paper, and, if the soaking has not been too great, the writing will be found uninjured. This process may be advisable when copybooks must be preserved for inspection.

(12) If the school has a museum, all the articles should be gone over in detail and cleaned as well as the circumstances permit.

(13) The same rigid precautions apply with yet greater force to all schools where there is a Technical Department, such as cookery or chemistry.

(14) Throughout all the process of cleaning, doors, windows and ventilators should be kept continuously open. The rooms are thus flooded and re-flooded with fresh air, which itself is a strong disinfectant and purifier.

(15) All ventilators, including inlets, outlets, ducts, tubes, shafts, cowls, underfloor ventilators, window-sashes, fanlight openings, fans, and other ventilating and heating appliances, should be carefully examined, cleaned and, where necessary, repaired.

II. Special Sanitary Appliances.

The special sanitary appliances of a school include water-closets, pail-closets, earth-closets, or some other form of closet urinals, lavatories, ashpits, cesspools, sewage and water drains, disconnecting traps, water cisterns for closets and drinking. All these the Visiting Committees should subject to the most searching scrutiny.

(1) *Water-closets.*—In schools provided with water-closets the following precautions are essential:—

(*a*) If the supply of water is small, or not constantly reliable, the closet should be disused. This applies specially to rain-water closets.

(*b*) The ventilation, both of drain and closet, should be such as to keep the closet permanently free from offensive smells. The intermittent use of deodorisers, such as chloride of lime or carbolic acid, is not effective unless this condition is fulfilled.

(*c*) Even where water is copious, pan-closets should be displaced by some better pattern. It is almost impossible to keep pan-closets from becoming a nuisance.

(*d*) Water-closet walls, ceilings and woodwork should be treated by the same processes as are detailed below for other forms of closet.

(2) *Other Forms of Closet.*—(*a*) All cesspits should be cleaned out, deodorised with earth, ashes, charcoal (in the form of soot or any other form), chloride of lime, or other efficient deodorant, then filled and permanently disused. The cesspit closet is the worst form possible for a school. In such cases the pail system should be adopted, if a water-closet is impossible.

(*b*) All woodwork should be thoroughly scrubbed with hot water, soap and soda, and disinfected or deodorised where necessary. The under surfaces should be lime-washed.

(*c*) The floors, if stone or cement, should be scrubbed and disinfected. Wooden floors should be displaced by cement.

(*d*) The walls and ceilings should be scrubbed down and lime-washed.

(*e*) All closets should be shut off absolutely from open ashpits or middens. It is common to use the ashpit as a convenient receptacle for unpurified, undeodorised filth. This is above all things objectionable, and ought everywhere to be discontinued.

(*f*) Wherever possible, the pail system, with a proper supply of earth, ashes, soot, peat-dust, disinfective saw-dust, or other deodorant should be introduced. On this system the daily removal of excreta and the daily cleansing of the closets become quite practicable. Pail-closets should be cleaned out every day, or at least every second day.

(*g*) Where the ventilation already provided is not enough to keep the closet free from offensive smells, the doors should be left open.

(*h*) The inlets at floor level should be such as to admit a copious supply of air, and every closet roof should have an outlet ventilator.

(*i*) The amount of woodwork should, to save labour in cleaning, be reduced to the lowest possible.

(3) *Urinals.*—The common defect of these is insufficient water. They should be thoroughly washed and lime-washed, till all ammoniacal smell is prevented. Means should be taken to have them regularly cleaned out and flushed with water.

(4) *Ashpits.*—These should not receive any closet refuse. They should be small and protected from rain and wind. They should be well removed from school doors or windows.

(5) *Cesspools.*—These should be ventilated and so constructed as to give instant evidence of their being full. Arrangements should be made to have them frequently emptied. The drain should have a disconnecting trap just before entering the cesspool. But where the soil is porous and an overflow from the cesspool can be arranged, the cesspool should be disturbed as little as possible. It is then a "septic tank." Expert opinion, however, should be taken to ensure that the cesspool is of proper construction and entirely safe.

(6) *Drains.*—Frequently the sewage drains are merely stone-built drains. This makes thorough sanitation an impossibility. School Boards should see that every sewage drain on their premises is made with properly cemented spigot and socket pipes. The surface-water drains should be trapped.

(7) *Lavatories.*—To these the same directions apply as to water-closets. The walls, floor and woodwork should be treated as in the other case. There should be as little woodwork as possible. The wash-hand basins should be kept thoroughly clean. There should be a constant supply of soap for any child to use at any time. The soap should not be locked away and doled out periodically. Clean towels should be always available.

(8) *Traps.*—All traps should be examined, and, where necessary, cleaned and flushed.

(9) *Drinking Water*:—

(*a*) All cisterns for drinking-water should be cleaned at least once a year. They should have a cover to keep out dust.

(*b*) All drinking-cups should be frequently disinfected.

(*c*) No pail or other uncovered vessel for drinking-water should be kept within the schoolroom.

III.—Cleansing Register.

Every school should have a Cleansing Register. In this should be entered the nature of the periodic cleanings, the date when each room is cleaned, and generally such information as will guide any Inspector of the Department, or Medical Officer, or School Board Member, or School Visitor, or other authorised person in judging whether the cleansing of the school is systematically and efficiently attended to.

MEMORANDUM ON THE TEACHING OF DRAWING.

PREFATORY NOTE.

THE present is the fourth of a series of Memoranda which are being issued at short intervals. As is well known, it has for years past been the policy of the Department (as expressed in the Code) to refrain from prescribing in detail the courses of instruction in the various school subjects. Teachers and managers have been left free to formulate their own proposals for consideration and approval. There is no thought of departing from this policy, which, though not without its disadvantages in certain cases, has yet given a stimulus to independent deliberation upon questions of curriculum, and thereby a directness of purpose and aim to individual work, the effects of which are becoming increasingly visible in our schools. The task of laying down a suitable course in any given subject is, however, by no means an easy one, and the Department has been repeatedly appealed to for guidance. It is in response to these appeals that the preparation of the Memoranda has been undertaken.

It follows from what has been said that, as a rule, no attempt will be made to formulate a definite scheme of instruction. A definite scheme must be relative to the particular school to which it is to apply, and must take account of many circumstances, such as the size of the school concerned, the extent to which the classes are subdivided, and, above all, the contribution which the home may be depended upon to make towards the education of the children—considerations which are foreign to a general discussion. But an endeavour will be made to present clearly the end and aim of instruction in each separate branch, and the inner articulation and development of its subject matter, as well as to indicate certain leading principles which should be kept in view in the preparation of detailed syllabuses. Furthermore, the Memoranda are not put forward as final or authoritative documents. The views expressed embody, it is believed, the ideals and aspirations that animate the best schools; and few, if any, specific recommendations are made which are not supported by the actual experience of teachers of repute. But criticisms and suggestions will be welcomed and will be carefully weighed, with a view to issuing revised editions, from time to time, as experience may prompt. All that is expected, therefore, is that the Memoranda will receive the thoughtful consideration of teachers and managers in the framing of their syllabuses, in order that no radical departure may be made from the general principles advocated without a deliberate judgment as to the reasons which justify such a departure.

Scotch Education Department.
August, 1907.

MEMORANDUM

ON THE

TEACHING OF DRAWING.

Primary school drawing instruction.

The careful study and more or less complete representation of actual objects, natural and fashioned, large and small, singly and in well-arranged groups, may be looked upon as the foundation of all primary school drawing instruction. The intelligent arrangement and carrying on of this work, and of the various correlations and developments which naturally arise from it at all points, are problems which have to be faced by the majority of primary school teachers.

Aims and possibilities.

In dealing with these problems there are certain main considerations which should be kept continually in view. Before endeavouring to map out a course of instruction in drawing, it is of the highest importance that a clear conception of the aims and possibilities of the subject should be obtained. A well-conceived scheme of drawing instruction, intelligently carried out in correlation with a course of true nature study—with which it is naturally allied—should gradually awaken the pupils' interest and delight in the world which surrounds them, instilling an appreciation and love of beauty in form, colour, material, and arrangement, as well as a regard for utility. It should cultivate in them habits of accurate observation, and the power to represent faithfully and truly in different mediums the results of their observations, so that through practice they may gradually gain facility in graphic and plastic representation—the language of hand and eye. Along with these it should develop their inventive and imaginative faculties, and create a taste for graceful form, fine colour, sound decoration, and harmonious arrangement in their own homes and surroundings.

Pupils should observe for themselves.

From the very beginning the child should be encouraged to observe on his own account, and to record the results of his observations with as much accuracy as he is capable of. Nothing should ever be interposed between him and what he is representing. This principle is a fundamental one, and should be strongly impressed upon the pupil from the start, care being taken to avoid anything which might tend to weaken or confuse the idea in his mind. He should always feel that he is recording his own impressions of something real, and not those of anyone else however accomplished; so that, although his representation may be crude and its accuracy only approximate, it shall be at least an honest attempt of his own to represent what he has actually seen, and as such will afford a firm basis from which he may proceed to more and more accurate renderings.

Personal representation of reality.

Futility of diagram copying.

If this important principle is logically carried out, it is clear that there can be no place in any primary school drawing scheme for the copying of diagrams or pictures of any description, either printed or drawn. Printed cards or diagrams are as a rule either representations of actual objects, or examples of abstract ornament. A flat diagram of an actual object, being only a second-hand and more or less imperfect source of information, is not at all suitable as a subject of study. Its use, therefore, deprives the pupil of the really intellectual part of his training, the study and interpretation of reality; and confines him to the mere copying of a copy, an occupation which has but little to offer in return for the educational principles which have been sacrificed. A diagram of abstract ornament is usually something which the pupil neither appreciates nor understands, and therefore he cannot even copy it intelligently.

Second-hand information.

Sacrifice of principles involved.

Teacher's sketches on blackboard.

The teacher should also be very careful how he uses the chalk and blackboard in the course of the drawing lesson. The objections to a printed diagram apply with equal force to a drawn one, and while a blackboard sketch in illustration of a method or principle is often of service in the drawing lesson, the utmost care should be taken that this is never allowed to degenerate into a diagram to be copied, or a drawing to show the pupils what they ought to see. Indeed, the

Copying inadmissible.

child's mental development may be seriously retarded in this way.

Large-scale drawings.

In the younger classes much of the drawing should be done to a large scale. For this work, vertical or nearly vertical surfaces should be provided, the individual space being large enough to allow of really free work being done by the pupils. Wall surfaces, where these are available, are found to be most generally satisfactory. In addition to providing an extended surface for large-scale drawing, the extra blackboard accommodation in the schoolroom is of great service for many other purposes. Unfortunately some types of desk fittings which have been supplied are neither rigid enough nor sufficiently large to permit of genuine free drawing to a large scale being practised on them at all, and occasionally the discredit properly due to faulty methods and appliances has been improperly bestowed by the unthinking on the system itself.

Wall surfaces.

Desk fittings.

Large-scale practice.

Some good practice may be obtained, especially in the younger classes, from the free and rapid drawing, to a large scale, of such simple, well-known forms as the circle, ellipse, loop, and others, mainly with a view to gaining facility, freedom of action, and a command of the medium employed. These exercises, whose general forms should first be studied from their natural counterparts and afterwards drawn from memory, should be kept as simple and free as possible, and never allowed to monopolise, or even to dominate, the large-scale drawing. Much of this work should consist of the observation and drawing, with chalk, charcoal, or coloured crayons, of actual objects, natural and fashioned, simple at first and gradually increasing in difficulty with the pupils' capacities for dealing with them. It is not advisable to select small objects and to make greatly enlarged representations of them.

Memory.

Large-scale representation.

In younger classes.

This method of study affords an excellent training, especially where the pupils have acquired but little command of either pencil or brush. How largely it should be permitted to bulk in the work of the higher classes is a matter which any teacher who devotes a

In higher classes.

reasonable amount of attention to the quality of his pupils' work can readily enough decide for himself.

Modelling in clay.

Such manipulative training and intimate knowledge of form as can be very readily obtained from a sound course of modelling in clay, will be found a factor of great value in the child's mental and manual development, wherever such work can be introduced as an integral part of the drawing instruction. For the younger children the training is specially valuable. Good modelling clay is very easily obtained, a little attention serves to keep it in proper working condition, and the objection of messiness, which is so often raised, almost entirely disappears under a careful teacher. The ordinary substitutes for clay are less suitable for introducing into the elementary school on account of their excessive cost and the consequent small quantity that can be allotted to each scholar. There are also hygienic and other reasons why ordinary modelling clay is preferable to most of its substitutes.

Substitutes for clay.

Objective of clay modelling.

The principles already set forth will, of necessity, be applied equally to the instruction in clay modelling, which should have for its objective the acquirement of manipulative skill and knowledge of form, mainly through the study and representation of actual things in the round and in relief. The work should be commenced and carried on alongside of the drawing instruction, with which it should be closely correlated throughout.

Other manual occupations.

In the primary school, clay modelling is usually classed among the manual occupations, of which, by reason of the knowledge of form and manipulative skill gained, it is perhaps the first and best. It is important that such other manual occupations as are taken up along with it in the infant room and the other departments of the school, should also be founded on sound educational principles. Many of the occupations now in vogue have little more to recommend them than the show they furnish at the school exhibition.

Care should be taken, especially at the outset, not to hinder the natural development of the children's imaginative faculties by too much formal drawing. Along with such representational work as has already been indicated, opportunities should be afforded in the younger classes for the illustration of stories and romances told to the children, or with which they are otherwise familiar, the drawing from recollection of incidents they have seen or experienced, memory sketches of their favourite pets and toys or other things in which they are interested, drawings from their own imagination, and similar exercises of an informal nature.

Memory and imaginative drawings.

Such recreative exercises, so long as they are genuine child expressions and not mere copies from other drawings or even graphic transcriptions of the teacher's suggestions, will be of great service in aiding the mental development, especially of the younger children. If each scholar is provided with a box of coloured crayons and a sheet of brown or tinted paper for this work, great scope is secured for the children's growing appreciation of colour. Plastic studies of a similar nature should be carried out in clay where circumstances permit.

Recreative exercises.

With coloured crayons.

In clay.

These primitive expressions will of course be criticised from an entirely different standpoint from that applied to the regular drawing exercises; but the observant teacher will learn much from them which will be of considerable service in dealing with the more formal work.

Criticism.

The pencil and brush, which may be taken as the typical examples of hard and soft points respectively, should be introduced as soon as the scholars show a reasonable amount of facility in handling chalk and crayons. Work with these instruments will be done mainly to a smaller scale than formerly, and the transition from the larger to the smaller scale may be very conveniently made by giving a number of exercises with school crayons on sheets of white, brown, or tinted paper, previous to commencing the use of the pencil or brush. The slate and slate pencil are not suitable drawing mediums and should be avoided. Apart from hygienic objections, they are extremely hard and

Pencil and brush.

School crayons.

Slates

unsympathetic, and tend to engender a cramped and heavy style of drawing which is very difficult to eradicate later.

Pencil drawing.

The practice of confining the use of the pencil to outline drawing is not favourable either to the rational development of the work or the mental training of the pupil. For him an outline drawing is a convention so universal that he is bound to accept it, but as a rendering of actuality it is thin, meagre, and unsatisfying. While conventional or dictated shading should at all times be avoided, the pupil should be encouraged to represent the general effects of light and shade as soon as he is capable of seeing and rendering them. Indeed it should be easier for him to perceive a tone which is there than an outline which is not.

Importance of truth.

At the beginning these renderings will be of necessity very broad, but the pupil must never be asked to express more than he is really able to appreciate. The tones should always be represented in their true values as far as the pupils can see them. An outline drawing lightly shaded cannot be a genuine tone study, and inasmuch as it is not even an attempt to express the truth it should never be countenanced. Throughout the whole of this work whatever accuracy of drawing lies within the pupils' capacities should be carefully maintained. The fact that a drawing is to be expressed in tone or in colour should be a reason for all the greater faithfulness in drawing, and not an excuse for inaccurate work.

Need for accuracy.

Representations in tone.

These tone representations, whether of nature or of fashioned articles, should form an important feature of the scheme, and provision should always be made for this work being satisfactorily carried on. Whether an example from nature, a single object, or a group, is being represented, some simple arrangement should be made for placing it in front of a suitable background, and for lighting it appropriately. However simply this demand is met, a real endeavour should be made to fulfil it in all cases where tone or colour representations are attempted, and more especially in the higher classes of the school.

Importance of backgrounds.

Brush drawing.

Skill in the use of the brush should be acquired as in the case of the pencil, by employing it in a rational manner as a drawing instrument from the beginning. No preliminary course of brush marks should be indulged in, nor should the brush ever be treated in any special or exceptional way as a thing apart from the regular drawing lesson. Whether exercises with the brush are included in the syllabus of manual occupations or not, the whole of this work should be carried on as an integral part of the general drawing scheme and strictly in accordance with its principles. The substitution of a series of mechanically produced brush markings for the study and representation of the natural forms which they may happen more or less closely to resemble, is a singularly perverted and uneducational method of instruction, however showy the immediate results may be.

Study of colour.

The introduction of the water-colour brush at an early stage will permit of some useful lessons on colour being given to the younger children. The primary colours, the mixing of these to obtain the secondaries, and again the tertiaries, the production of different shades, and the matching of colours, will afford a valuable course of lessons capable of being carried out in an eminently practical fashion if each child is in possession of a simple colour box containing the three primary colours, or has a little of each colour given out. Besides affording scope for the children's delight in colour, these lessons will provide excellent practice in brush manipulation, and the pupils can soon proceed to the observation and rendering of the actual colours of simple objects, natural and fashioned.

Brush manipulation.

Colour renderings.

The application of a flat wash of colour to a preliminary outline studied from some simple subject such as a leaf, a coloured envelope, or a flag, will afford a suitable introduction to this form of representation. More accurate renderings of colour variation and the play of light and shade will naturally follow at a later stage when the pupils have acquired the power to see and represent these.

Individual colour box.

The use of a simple individual colour box should be introduced as soon as actual colour representation is begun. When the pupils do not select and mix their own colours, they miss the most valuable part of the exercise, and the burden thrown on the teacher becomes excessive. The organisation difficulty is reduced to a minimum when each pupil brings to the class a small bottle of water for mixing his colours.

Coloured crayons. Now that boxes of school crayons, of reasonably good quality and with a fairly extended range of colours, are readily obtainable, very good exercises in tone and colour representation on white or tinted paper can be carried out in this medium. The simplicity with which it can be manipulated is greatly in its favour, and when the subject is well chosen for colour, and placed in front of a suitable background, a close approximation to the truth can be obtained. The use of this medium thus affords an alternative method of introducing colour representation which may be found very serviceable in many schools, especially those where the junior classes are large. **In junior classes.** The mental discipline is of course of an entirely different nature from that involved in the use of water colours, to which it may be made the introduction.

Subjects of study. The subjects to be studied and represented may be classed generally under two heads—objects from nature, and fashioned articles. A judicious balance should be maintained between these two. The examples selected from each should be graded to the capacities of the different classes and scholars. In addition, they should be arranged to follow each other in some ordered sequence, so that the intellectual side of the instruction may be fully maintained. Much should be left to the individual teacher, even in the larger schools, but it should be the particular care of the headmaster, or of some one specially responsible for the drawing instruction, **Organisation.** to see that the whole of this work is organised and carried out in a thoroughly homogeneous and logical manner.

Nature study and drawing. In the domain of nature study and drawing, specimens of (*a*) leaves, sprays, roots, flowers, cereals, sea-weeds, and plants generally, and (*b*) shells, insects, butterflies, birds, eggs, and other examples from the animal kingdom, will afford a wealth of material to choose from; but the situation, size, and circumstances of the school will largely determine the special line on which its nature work should proceed.

Supply of material.

In the rural and smaller urban schools the supply of natural examples is not usually a very serious matter, and its sufficiency is to a great extent in the hands of the individual teachers. In the large city schools in crowded districts the case is somewhat different, and special arrangements for the supply of material have often to be made. In many cases the public parks and gardens are capable of supplying a large amount of material very suitable for school purposes, and such an opportunity for increasing their value to the community will doubtless be welcomed by the authorities in charge of them.

From public parks.

Development and growth.

In order to arouse the pupils' interest in development and growth, the examples selected for study and representation should be arranged on a seasonal or some other rational basis. In the spring the comparative study and representation of different buds, in summer of flowers, in autumn of seed vessels, and in winter of tree twigs, would afford one systematic line of study, but this is capable of infinite variation in the different schools and classes. In connection with the detailed study of trees, a comparison of the texture and general appearance of the trunks of different species can be very usefully made by means of careful tone studies of typical parts, providing an excellent exercise in the representation of texture in black and white. The choice of material by the scholars themselves should be encouraged for the value of the training in selection. The study and representation of plants, etc., in their natural habitats is usually difficult to arrange for, but this ideal form of nature study is so valuable that it should be carried out as often as possible.

Seasonal studies.

Trees.

Natural habitats.

Nature representation in colour.

This nature work will afford excellent opportunities for colour study and representation with or without previous outline, as well as for tone drawings and the accurate rendering of details in pencil. Specimens should be represented in their natural conditions as far as practicable. Freely-growing plants of a hardy and enduring nature should be chosen, and simple flowers fully developed but not over ripe. Pressed flowers. Pressed flowers and leaf sprays are so apt to convey false impressions of form, colour, and growth, that they should generally be avoided for purposes of drawing, in all cases at least where natural specimens are available. Cut flowers. Cut flowers and plants for representation should be placed in water to keep them as fresh and unchanging as possible, and set in front of a background which may consist of a single sheet of white or tinted paper. Backgrounds. Without a reasonable background to provide a definite field for the subject, a satisfactory rendering either in tone or colour is scarcely obtainable, and a pupil should never be set such a task. Analytical sketches. Analytical sketches illustrative of structure and growth characteristics, drawings giving details of important parts, or any other information, either graphic or written, which would lead to a better understanding of the subject, should be added as often as possible.

Stuffed birds. Where the school has access to a good collection of natural history specimens, such as properly stuffed birds, a comparative study of the heads, feet or other characteristic parts of different types, forms a valuable exercise. A stuffed specimen should always be rendered frankly as such. Any attempt to represent it as a living creature on a tree or hillside is untrue and undesirable. Living animals. The study and representation of living animals is on many accounts a somewhat difficult matter to organise, but such a valuable development as this should receive full encouragement in every case where the conditions are at all favourable for its being satisfactorily carried out.

Progressive nature study and drawing. As another extension of this nature study and drawing instruction, all the scholars, except perhaps those of the very youngest classes, should be encouraged to select each for himself some suitable developing nature form, and to keep it under regular observation, recording its growth and the various phases of its development by a progressive series of dated drawings, measurements, and written observations, extending over a whole year or longer. Subjects. Suitable subjects will be found in freshly-planted bulbs, seeds, or roots, developing flower or leaf buds, selected parts of freely growing plants or trees, frogs' eggs, caterpillars, and perhaps for some of the more advanced pupils, the young of various farm and domestic animals. Natural conditions of growth and environment should be secured as far as possible. It is an advantage, rather than otherwise, that much of this work must of necessity be carried on quite apart from the regular nature study and drawing lessons. The subjects studied may be situated in the scholars' own gardens or homes, on the way to school, in the playground, or in the school itself. The scholars should select their own subjects of study as far as possible, the teacher affording a little help or guidance wherever necessary. A small drawing book, or long folded sheet of paper in a cover, should be supplied for these records, which should be examined and commented on from time to time. The best of the completed records should be displayed on the schoolroom walls for guidance and encouragement to the scholars. In addition to providing a valuable training in accurate observation and faithful recording, the tracing of these life histories should afford an excellent introduction to true scientific investigation.

Studies outside school.

A good deal of care should be bestowed on the choice of what may be termed fashioned articles for study and representation. In this work the more or less permanent and lasting nature of most of the material permits of a constant and definite reference from the drawing to the subject, so that the representation may be compared with the original and its accuracy tested at any time. The drawing of rigid objects thus forms an excellent complement to nature drawing, where many of the subjects are liable to constant change, and from their very nature demand a freer and more sympathetic treatment.

Fashioned articles.

Rigid objects.

At the same time there are many aspects of nature representation where at least an equal permanence is obtainable. The silhouette of a mountain range or group of islands, as seen from the doorstep or window of many a rural school in Scotland, or even the skyline of a lowland landscape, will afford admirable opportunities for accurate drawing. The excellent facilities thus provided for correlation with the geography lesson greatly increase the value of work of this kind. Such natural examples as

Mountain and island silhouettes.

Correlation with geography.

shells, eggs, and many seed vessels, may also fairly be classed among objects of a permanent nature.

Simple methods of representation.

In order to secure the full advantage of the training in accuracy of observation and rendering to be gained from the study of rigid objects, the methods of representation must be as simple and direct as possible. All elaborate systems of construction lines should be avoided, and the pupils taught to estimate relative distances and levels, and to compare one mass with another, instead of relying on a mechanical system of arm's-length measurement and angle testing, which in the end proves a hindrance instead of a help to observation. The principles of perspective should be learned from observation rather than by rule.

Mechanical systems.

Suitable objects.

The objects chosen should be of good shape, colour, and construction, simple rather than complex, old in preference to new, and interesting for their beauty, sound craftsmanship, or adaptation to use. They should always be real objects fashioned for some actual purpose in life apart from the drawing lesson, so that they may carry their varied associations with them from the world outside into the minds of the pupils, and thus capture their attention and interest.

Imitation flowers. Cardboard representations. Geometrical models.

Imitation flowers and fruit, and cardboard representations of objects, are so obviously out of place in any rational drawing scheme that their introduction should never even be contemplated. The geometrical models, too, for purposes of representation at least, should be set aside as being uninteresting and unnecessary. Their use, even as type forms, is very apt to lead to the substitution of rule for observation in drawing.

Beautiful objects.

Placing.

The study and representation of a beautiful object, or group of objects harmoniously arranged, set against a suitable background and so placed that the light falls upon it to the best advantage, should aid greatly in developing the æsthetic side of the pupil's nature. The introduction of familiar objects such as domestic utensils, implements of the farm and garden, workshop tools, tackle from the fishing boat or trading steamer, and articles from the playfield and gymnasium, convenient in shape, carefully made, and well suited for

Familiar objects.

their purpose, should create a desire for good design and honest workmanship in the common articles of everyday life. Indeed the questions of soundness of design, grace of form, beauty of colour, quality of craftsmanship, fitness for purpose, method of manufacture, and other such considerations, should be ever in the minds of the pupils when studying and drawing objects.

Study of objects.

The objects should be carefully graded to the capacities of the different classes, and so arranged that the difficulties are met and conquered one by one. For the youngest classes large objects flat in form or nearly so should be selected in order to minimise the perspective difficulty. A boy's kite, a school banner, a painter's palette, and a Japanese fan, may be taken as typical examples of this class of object. Smaller objects of simple design, such as a door key, one or more dominoes, a safety pin, or paper knife, should be used for individual representation. Many interesting articles might be brought by the pupils from their own homes.

Objects should be graded.

Objects for junior classes.

Solid objects of cylindrical, conical, rectangular, and other forms, very simple at first and never too complex, should be gradually introduced as soon as the pupils are able to cope with them. In setting groups of objects, incongruities of selection or arrangement should be avoided. The positions of objects relative to the eye level should be suitably varied from time to time. Objects such as a dovecot, an electric-light pendant, a swinging sign, or a hanging lantern, should always be represented in their natural positions above the eye level. Similarly, objects whose natural positions are below the level of the eye should be so placed for purposes of representation. A sufficient number of objects or groups to allow of every pupil having a satisfactory view from within a reasonable distance, should always be set up. The necessity for a background in all cases where tone drawings, either in black and white or in colour, are being made, should be strongly insisted on. In some of the higher classes draperies can be introduced for backgrounds.

Solid objects.

Arrangement and lighting.

Above eye-level.

Below eye level.

Backgrounds.

Draperies.

The difficulties of fulfilling some of these conditions in an ordinary class-room are not always easily overcome, but a strong endeavour should be made in every case to provide for the proper setting up of a sufficient number of objects for study and representation, so that full justice may be done to this important part of the curriculum.

Composition. Questions of composition, space filling, applied design, and decoration, arise at a very early stage of the drawing instruction. The pupils should be accustomed to regard every drawing on a sheet of paper as an exercise in composition and space filling. **Placing of drawings.** The drawing should be so placed on the page as to occupy it in a satisfactory manner, and leave suitable margins. The name, date, and any other additions such as illustrative sketches, names of parts, etc., should be placed so as to balance with it, the whole forming a pleasing composition. The placing of a homogeneous series of drawings of small objects on a page will provide an additional study in spacing and tasteful arrangement.

Study of art works. The study and appreciative criticism of fine pictures and other examples of artistic expression either in the original when such are available, or through good reproductions, can be made in competent hands the vehicle of an excellent training in art appreciation and the perception of beauty. **Visits to art galleries.** A visit to an art gallery or museum under suitable guidance affords ideal opportunities for educational picture and sculpture study, and many a cultured art lover would be only too glad to give his services in such a cause. Similar educational visits should also be made to whatever interesting buildings, etc., are available, so that the children may learn to know and appreciate the various art and other treasures within their own domain.

Decoration of schools. Every school should possess a few examples of beautiful objects, pictures, or pieces of sculpture, if only on account of their beneficial effect as educators of taste. Indeed if the general decoration of the school itself has not at least something to offer in this direction, it falls far short of the ideal.

Exhibition of typical work. The best drawing and design exercises done by the children should be tastefully exhibited on the schoolroom walls in illustration of methods and types of work, and for the general encouragement of the pupils. Typical examples by the teacher and others should also find a place. Exchanges of work with other schools, too, should be arranged so that the interest of the children may be healthily stimulated. The artistic arrangement of all this is a matter of some importance.

Exchange of work.

Simple exercises in space filling and the formation of pattern, consisting of the disposition within given spaces of forms built on the representational work already done, will afford a further opportunity for cultivation of taste in form, colour, and arrangement, and may be introduced at an early stage of the curriculum. The designing and decoration of shapes for special purposes, the planning of units, the more intimate study of colour harmony, and the actual carrying out of designs, will follow at a somewhat later stage.

Space filling.

Colour harmony.

Full scope should be allowed for the development of the children's inventive faculties and of their love of beauty in form and colour. They should always carry out their own ideas in the exercises, the teacher doing little more than suggesting general lines and criticising the work. The copying of designs should not of course be permitted, but wherever examples of fine design are available, they should be shown to the scholars and discussed with them, so that they may gain a knowledge of the underlying principles from seeing them actually applied. The idea of purpose and realisation should be clearly in the minds of the pupils in all this work. Wherever needlecraft is included among the school manual occupations, some of the girls might be encouraged to devise simple original plannings which they should afterwards execute with the needle as a manual occupation. Stencil cutting is another manual occupation which affords a very suitable outlet for the realisation of original designs planned by the pupils.

Development of invention.

Designs must not be copied.

Designs for needlework.

Stencil cutting.

Throughout the whole drawing instruction the pupil should feel that he is engaged in searching for the true and the beautiful in nature and in art, in recording the

Influence of drawing on pupil.

truth as he finds it, and in developing his own ideas as these are evolved. Then, if in some measure this

Ideals.

should lead him to the knowledge and appreciation of truth and beauty when he sees them, and should imbue him with the desire to have them around him and with a longing to perpetuate the true and create the beautiful for himself, an important stage in his intellectual development will have been reached.

NOTE ON DRAWING WITH INSTRUMENTS.

Use of instruments.

Practice in the use of rulers, compasses, set squares, and other mathematical instruments, for measurement, drawing to scale, the setting out of figures, geometrical drawing, and solid geometry, fall rather to be taken as a development of arithmetic in the younger classes and a branch of mathematics in the older, than as a part of the instruction in free drawing.

Cardboard modelling.

Woodwork.

Drawing with instruments.

The manipulation of these instruments also comes in with several of the manual occupations, notably cardboard modelling and woodwork, for both of which drawing with instruments is a matter of first importance. Drawing to scale in plan and elevation, the development of surfaces, and exercises in solid geometry, should always form an important part of the syllabus for these subjects. All such occupations, which depend upon drawing with instruments for their basis, should be established and developed as branches of applied geometry.

Drawing to scale.

Drawing to scale should invariably be done from actual measurements made by the pupils themselves. As the measurements are taken, they should be noted on rough sketches previously drawn by the pupils. The most convenient scale to adopt should be determined by the pupils from their own calculations, and not selected for them by the teacher. Each pupil should then construct his own scale on the edge of a straight strip of paper, so that, like an architect's scale, it can be applied

Construction of scales.

directly to the drawing for measurement and setting off sizes. Each of these strips can contain four scales, and should be kept by the pupil for use in future exercises.

Projection.

Two or three views of the object measured should, as a rule, be made—usually the front and side elevations and a plan—and these should always be placed in proper relation to each other on the paper, and showing the system of projection.

Solid geometry. Curve plotting.

Scale drawing can be thus made to lead up to and include the elements of solid geometry. Curve plotting, and the use of lines and areas to represent various quantities to scale, naturally follow as a development of scale drawing. The educational value of all this work is very great, and every endeavour should be made to carry it out faithfully.

MEMORANDUM
ON THE
STUDY OF HISTORY IN SCOTTISH SCHOOLS.

PREFATORY NOTE

THE present is the fifth of a series of Memoranda which are being issued at short intervals. As is well known, it has for years past been the policy of the Department (as expressed in the Code) to refrain from prescribing in detail the courses of instruction in the various school subjects. Teachers and managers have been left free to formulate their own proposals for consideration and approval. There is no thought of departing from this policy, which, though not without its disadvantages in certain cases, has yet given a stimulus to independent deliberation upon questions of curriculum, and thereby a directness of purpose and aim to individual work, the effects of which are becoming increasingly visible in our schools. The task of laying down a suitable course in any given subject is, however, by no means an easy one, and the Department has been repeatedly appealed to for guidance. It is in response to these appeals that the preparation of the Memoranda has been undertaken.

It follows from what has been said that, as a rule, no attempt will be made to formulate a definite scheme of instruction. A definite scheme must be relative to the particular school to which it is to apply, and must take account of many circumstances, such as the size of the school concerned, the extent to which the classes are sub-divided, and, above all, the contribution which the home may be depended upon to make towards the education of the children—considerations which are foreign to a general discussion. But an endeavour will be made to present clearly the end and aim of instruction in each separate branch, and the inner articulation and development of its subject matter, as well as to indicate certain leading principles which should be kept in view in the preparation of detailed syllabuses. Furthermore, the Memoranda are not put forward as final or authoritative documents. The views expressed embody, it is believed, the ideals and aspirations that animate the best schools ; and few, if any, specific recommendations are made which are not supported by the actual experience of teachers of repute. But criticisms and suggestions will be welcomed and will be carefully weighed, with a view to issuing revised editions, from time to time, as experience may prompt. All that is expected, therefore, is that the Memoranda will receive the thoughtful consideration of teachers and managers in the framing of their syllabuses, in order that no radical departure may be made from the general principles advocated without a deliberate judgment as to the reasons which justify such a departure.

Scotch Education Department.

December, 1907.

MEMORANDUM

ON THE

STUDY OF HISTORY

IN

SCOTTISH SCHOOLS

Object of historical study.

Properly speaking, there is but one history which should be made the object of study for educational purposes, viz., the history of the beginnings and growth of civilization, more particularly as exhibited in the peoples of Western and Southern Europe,—including, of course, its extension into other continents,—the ideas, persons, and apparent accidents which have left their mark upon every one of the existing nations, and which account for much in their present political and social position. Most, if not all, of the leading ideas which moulded the life of successive generations in Scotland, for example, find their origin beyond its borders, and not infrequently the purely foreign circumstances in which an idea or set of ideas took birth are of greater intrinsic importance educationally than the mere history of its development amongst ourselves. This applies in a very special degree to such fundamental conceptions as Feudalism, the Reformation, the ideals of the French Revolution. But that is not all. At every point the social and political life of Scotland has been coloured by foreign influences, and to confine one's view to Scottish history alone would be to have a very imperfect understanding of how Scotland and the Scottish people came to be what they now are.

Scottish children should begin with Scotland.

But, granting that the object of study is one and one only, viz., the continuously developing idea of civilization, it is plain that history as a subject may be attacked from many sides, and that the natural starting point for Scottish children is their immediate environment—here and now. In other words, for Scottish children, stories, places, objects, institutions, within the circle of their own little experience, must be the foundation on which any study of history is based. There can be, in fact, no other. Just as Geography must ultimately rest upon actual observation of physical realities, so the facts of history take meaning only from the child's immediate knowledge of life—of motive, character and action, as he observes them in himself or in his own small society. And so it is at once natural and proper that, during the Primary stage at all events, the history of Scotland should form for Scottish children the main object of historical study. No other side of history makes the same direct appeal to their personal experience and interest in their surroundings, spiritual and physical; no other will contribute in the same direct way towards one of the main ends for which they pursue the study, viz., a truer understanding of the present day conditions of the society in which they will grow up and of which they are to be members.

Material available.

We must accordingly begin by considering what kinds of things there are within the experience of children living in Scotland to which one would naturally turn in the search for a suitable starting ground.

(a) Literary.

There is, first and chiefly, that store of material relating to historical or mythical persons or events which the child has been gradually acquiring through the medium of ballads, songs, poems, tales—written or oral—which ought to have constituted a considerable part of his instruction in English in the earlier years of school life, as set forth in the Memorandum on English. These tales, etc., may be drawn from any part of the field of European, including Greek and Roman, history and legend. For the sake of the later developments of historical study it is important that the field of selection should not be unduly restricted. But it is clear that at the outset those portions of the material will have a greater value which can be given a concrete association in the mind of the child; and such concrete association can be most easily established, whether immediately or indirectly, for such portions of the material as relate to the history and the traditions of Scotland. In almost every part of the country there are British or Roman forts, Picts' houses, feudal castles, more recent manor houses, battlefields—places or material objects to which some historical interest

(b) Topographical.

attaches, and which the skilful teacher can surround with that glamour of bygone days which stimulates the imagination of the normal child and gives him his first interest in history. In specially favoured districts—Edinburgh, for example, or the Border Counties—the wealth of material of this sort is almost overwhelming. Even when some particular neighbourhood is apparently quite barren of such things, there is at all events a church which, if not itself old, is the successor of similar buildings, generally on the same spot, which have been the centres of religious life—sometimes of the whole social life of the people—throughout the ages. Or memories of the past may lie enshrined in local names. Again, where the actual starting points within the child's personal experience are scanty, much may be done by a judicious use of pictures. Pictures and illustrations, however, should always be regarded as secondary, and should never be allowed to divert attention from places and objects of more concrete historical association when these latter are available.

Preparatory stage: History not distinguished from Literature and Geography.

The study of history, in fact, must be held to include a preparatory stage of considerable duration in which the necessary materials are gradually but unconsciously accumulating. At this stage there should be no mention of history as a separate subject; no distinction drawn between those tales and poems which relate to historical incidents, and those which do not; no question raised as to comparative truth or falsehood. Ulysses and Horatius should be every whit as real as William Wallace, while the Good King Arthur should rank with Robert Bruce. And, similarly, those places and objects which have historical associations do not need to be specially marked off from that general survey of the material environment of the child which constitutes the field of Nature Study, or—in its more specialised form—Geography.

Ethical possibilities of the preparatory stage.

It is important to observe that this first stage of unsystematic historical reading has an intrinsic value of its own, quite apart from its use as a preparation for the more systematic work to be referred to later on. That later study, as will be seen, is mainly an intellectual discipline. But the school study of history should be more than a mere intellectual discipline. It may well have, indeed it should have, a high degree of ethical value. It may even be contended that this aspect of history—the aspect, in effect, which it shares with pure literature—is of greater importance in the Primary School than its strictly intellectual aspect. The historic sense, which the scientific study of history seeks to develop, is a plant of slow and uncertain growth; it often flowers late; sometimes it never flowers at all. But even quite young children can be stirred to admiration for heroism and to sympathy with misfortunes nobly borne, to indignation at treachery, cowardice, and self-seeking, and to respect and love for the wise, the gentle, the self-sacrificing.

Importance of careful selection

As a matter of fact, it is probable that the school has at its command no more potent means for the development of character. It is, therefore, imperative that a careful selection should be made of the material available; other things being equal, preference should be given to those stories which have the higher ethical value. The personages of history and romance if skilfully presented may become as real to the child of tender years as his flesh and blood acquaintances, and may exert almost as decisive a formative influence. Let it then be a noble company from all the ages and of all lands to which we introduce him.

A wider justification.

One might put it on still broader grounds. The happiness flowing from the awakening of interest and the extending of sympathies in a field—the personal and biographical—which experience shows to have special attractions for the young, is in itself a result of very considerable value. It is too often forgotten in educational discussions that school life is no small fraction of the whole average span of human existence, that it rightly demands its own satisfaction, and that it is not to be regarded merely as a preparation for the future.

Preparatory stage not to end when systematic study begins.

Lastly, it should be added that the unsystematic historical reading which has been spoken of as the preparatory stage of historical study should not cease when the systematic study begins. On the contrary, it should be continued right through the school course in ever widening circles so that it may form a preparation for such future enlargement of the field of historical study as circumstances may admit of. To this topic a return will be made.

Systematic study of History.

So much for the foundation. Sooner or later, however—say, roughly, with entrance upon the Senior Division—a definite step forward should be taken, and a beginning made with the systematic study of history as such.

Development of the time-sense in children.

Here, the first requisite is to establish some sense of the time relation that subsists between the considerable number of facts with which the child has already become familiar in an unsystematic way. This at once raises what is possibly the most severe problem involved in the school study of history. No one who is in close touch with school work, or who has had to revise history papers, even papers written at a comparatively late stage of school life, can have failed to notice how imperfect is the time-sense of children, and how strong is the tendency, in the absence of very careful teaching, to regard events that really occurred in different centuries as practically contemporaneous. This difficulty is increased by the very fact that occurrences separated by a wide interval of time are necessarily presented to the consciousness of the pupil with but a few pages of his text book between them. Nor is it to be got over by the mere learning of lists of dates, however carefully selected. Inevitably, dates come to be memorised in a more or less mechanical way, without any adequate realisation of the proportionate lapse of time between the more significant among them. Further, when they specify a precise year, still more when they specify a precise day and month, they represent a minuteness of discrimination which it is altogether beyond the scope of the child's capacity to realise. What is needed is that the time relations should receive a vivid and enduring representation in *space*. This may be secured by constructing a chart, or continuous band, divided to represent centuries or half-centuries. The great epochs of Scottish History, such as the Wars of Independence, the struggle between King and Barons, the Reformation, the Union, etc., may be indicated by stronger or coloured lettering. At a later stage, and for particular epochs, minuter subdivisions may be introduced, but what is essential, to

The time relations should be represented spatially.

Construction of a chart.

begin with, is that the child should have continually before him a space representation of the whole period of history that he is to be concerned with—say, in the case of Scotland, from the twelfth to the twentieth century—divided according to scale, and with the prominent events of which he has already some knowledge properly located thereon. In addition to the central column in which the events relating to Scotland are gradually entered, there ought also to be marginal columns in which the time relation between some of the most important events in English History, on the one hand, and in Foreign History, on the other, can be spatially represented. This imposes no great burden on the memory, for children are readily struck with the idea of different things happening in different places at the same time. And from the point of view of Scottish History alone a reference to contemporary events in other countries is of great use in obtaining a proper sense of perspective. Another device that will probably conduce towards establishing a clearer sense of the time relations is to indicate by the colouring of the vertical lines the reigns of kings or in later times the *floruit* of distinguished men. The *floruit*, in particular, may serve to some extent the purpose of a minor unit of measurement; contact with reality can be simply enough secured through illustrations of what is meant by 'living memory.'

Marginal columns.

Vertical colouring.

The chart to be built up gradually.

For teaching purposes it is essential that this chart should *not* be ready made, but should be built up leisurely and by slow degrees, as the study of the subject progresses.

Method of proceeding.

Starting with a chart of this kind, blank but constructed to scale, the teacher ought in the first place to make a review of the accumulated store of historical knowledge existing in the child's mind in the form of ballad, song or story, or of local association, and to enter each item in its approximate place. This should be done little by little. There should be no arbitrary transition; there should be no discarding the wealth of accumulated, if not always accurate, detail on which so much of the initial interest of the child depends. Nor should there be any attempt to make the chronological relation appear to be the whole of history. The time-sense should be strengthened quite gradually, and almost incidentally, by locating on the chart those events which have an interest for the children, much as one points out on a map the places that they may have been reading or hearing about in quite a different connection.

Introduction of the idea of cause and effect.

It is evident, of course, that a chart so filled in would present a very irregular appearance, and that the historical knowledge to which it corresponded would be very rudimentary, very badly distributed, and practically destitute of any suggestion of cause and effect as between one episode and another; some occurrences would be historically significant, and others merely picturesque. The teacher, accordingly, will next proceed to establish between events belonging to the same epoch some relation other than the time relation, where such relation exists. Sooner or later it will become necessary to pass under review, in a systematic way, in order of time, the whole course of the history of the country from its earliest dawning till the present day. A difficult question emerges here, viz.: In what detail is this history to be studied? Obviously, it would be possible, in all epochs of history but the very earliest, to give an account of affairs varying from a mere suggestion of the ruling ideas and personalities of the epoch to a highly particularised chronicle in which the most insignificant events of which any historical memorial happens to exist would be duly recorded. Conceivably, all the actual historical documents on which the record is based might be collected, and placed before the student for his independent investigation. But, while this course might be followed by the matured historical enquirer, it is clear that, for school purposes, some selection, some, indeed a very considerable, abstraction of detail will be necessary. One may go further and say that, in the earlier stages, there ought to be such a degree of abstraction as shall make plain the great moving ideas and personalities of each epoch, and the circumstances in and by which the ideas of one generation have been transmuted into the form in which we find them in the next. This is an aspect of the study of history which should not be omitted at any stage, for it is this which, together with some sense of perspective in chronology, makes historical study effective, which makes it an intellectual discipline, and not merely a chance collection of incidents, without sequence or connection one with the other. Obviously, such a philosophical treatment of history—if one may call it so—must, at the outset, be of a very slight and possibly somewhat artificial character. A deeper insight will come with increasing years and a wider outlook on human affairs. But from the beginning the teacher must strive after some thread of connection, over and above the chronological, between the events with which he deals. It follows that the amount of detail which he attempts to connect by his thread of theory should never be greater than that thread will at any given time support.

Picturesque detail.

But while urging the importance of introducing, from the very beginning of the systematic study of history, some idea, not merely of sequence, but also of causal relation, we must never forget that the child's first interest in history arises from vivid and picturesque detail, and this source of attraction should never be lost sight of all through school life. There is ample room for gratifying the child's love of description and stirring incident, while aiming constantly at a fuller and fuller understanding of the real import of great historical movements. The history of Scotland is rich in incidents which have a perennial attraction for youth. The natural taste of the children in this respect should be freely indulged. Their favourite persons and episodes may be presented to them in many forms—in poetry, in romance, and in simple historical narrative. Nor should the opportunity for ethical instruction already dwelt upon be overlooked. But these things should be left to impress the child's mind by their own weight; he should not be asked to burden his memory with them. Provided that the main purpose of the study is being secured and that there is being gradually built up in his mind on a chronological basis a sound conception of the general historical development, then, as has been already indicated, there is every reason why he should be encouraged, even after the systematic study of history has begun, to read freely historical and semi-historical accounts of persons and events in which he is interested, quite irrespective of periods and without being required to master the precise particulars of the subject matter.

Moreover (and this is of great importance) the teacher will from the beginning endeavour to avail himself of

Use of picturesque detail in developing the sense of sequence and causation

those picturesque details, which adhere so readily to the child's mind without any special effort on his part, to assist in the work of giving to events their right temporal and causal sequence. So far from discarding them he will endeavour, sparingly at first, but more and more as the pupil progresses, to indicate how they may themselves help to fix the epoch and century to which the event narrated in tale or ballad must be ascribed. For instance, a child will early have become familiar from story and reading lesson with the striking incidents of the battle of Bannockburn, the encounter between Bruce and de Bohun, the important part played by the archers, the blessing of the army by the priests, &c. When the teacher comes to assign to the battle its place on the chart, he can point out that the kind of warfare implied came to an end with the use of gunpowder, and that this fact of itself indicates that the battle must have been fought *before* a certain period marked upon the chart. This is a very elementary example, but it may serve to suggest how the child's mind may, at a comparatively early stage, be awakened to a consciousness that the process of dating is not purely arbitrary; and how there may begin to form in it by slow degrees a picture, which will always grow more distinct, of the difference between one epoch and another,—between feudal and Catholic Scotland on the one hand, and modern and Protestant Scotland on the other, between Scotland before and Scotland after the Union of the Parliaments and the development of her industries. In elaborating such pictures the teacher will at each step make increasing use of the help afforded by vivid narratives, taken or adapted as far as possible from contemporary literature, such as Barbour, Froissart, Blind Harry, the songs of the Jacobites, etc.; by illustrations taken also when practicable from contemporary drawings of dress, armour, castles, churches, cities, historical processions, etc.; by existing buildings and ruins; and by personal relics preserved in Museums. The right use of such auxiliaries will not only brighten and adorn the study of history, but will also serve to develop gradually that faculty of induction by which the accomplished historian is able ultimately to date on inspection a document, a building, a piece of sculpture or even a fragment of pottery.

Value of illustrative material, if properly chosen.

English and Foreign History.

What has been said, so far, relates to the history of Scotland. The child's initial experience connects directly with that history and with that history only. Most, if not all, of the years of the Primary School course may therefore be devoted to getting a clearer view of it in its due proportions, and to gratifying that taste for the heroic, the stirring and the picturesque in the history of his own nation which exists in the normal child. But any study of the history of Scotland in this way will inevitably and almost incessantly bring to light points of contact with the history of England, and also, in a lesser degree, with the history of other countries. These points of contact should be carefully studied, first of all, in their bearing on the history of Scotland. Many of them are events of enormous importance in that history, and, for the study of the history of Scotland alone, require most careful attention. Such points of contact are:—the feudalizing of the Lowlands, the War of Independence, the Reformation, the Union of the Crowns, and the Union of the Parliaments. But they are also important for another reason. They make the natural transition to a study of the history of other countries. The parallel columns in the chronological chart should now be gradually filled in, a beginning being made with these contact points. It would not, of course, be possible to enter upon the systematic study of the history of every country by which the history of Scotland has been in any way influenced; the most that can be done is to select some big event, as for example, the Reformation in Scotland, and trace that movement back to its origin in other countries, learning incidentally something of the history of those countries. But the history of England occupies quite an exceptional position in relation to that of Scotland. Its importance is so great, both from its contemporaneous effect and from the subsequent blending of the two histories in that of the United Kingdom, that no study of history in Primary Schools in Scotland can be considered adequate which does not give the pupil some idea of the course of events in England in the period preceding the union of the Crowns. Obviously, such a study of English History must mean a great abstraction of particulars. But the general course of development should be made clear. The form and figure and manner of the time should be well illustrated, and the children should be helped to an understanding in detail of those more picturesque and striking events in the history of the sister country with which they have made acquaintance in novels or in poetry.

Limits of History study in Primary Schools.

The question remains: Should anything more be attempted in the way of historical study within the usual age limits of the Primary School and particularly in the Supplementary Course? The answer to this question depends to some extent upon the circumstances of the school and the opportunities for home reading on the part of the pupils attending it. The programme already outlined may seem formidable enough. But, as has already been pointed out, a judicious selection of material and a wise abstraction are necessary elements in the successful teaching of history. It should be borne in mind that the value of history teaching lies not in preserving the recollection of a great mass of minor incidents in the history of this or of any other country, but in acquiring an intelligent view of the main lines of historical development. For details of any particular epoch, the sensible thing is to refer, as occasion requires, to some standard authority, and not to substitute therefor the exceedingly imperfect remembrance of what has been acquired at school in years gone by.

Possible developments in Supplementary Courses.

If, therefore, the subject has been properly handled in the earlier stages, there is ground for hoping that, under ordinary circumstances at least, time will subsequently be found for work on the following lines. Here, however, even more than in the rest of the Memorandum, it must be remembered that what is put forward is put forward by way of suggestion only, and not as a requirement. To begin with, then, the scope of the unsystematic historical reading, which properly forms part of the course in English, might be so extended as to afford the pupil interesting glimpses of the history of other lands and thus awaken a desire for further information, which there may be an opportunity of gratifying in later life. For the purpose of such widening of interest the teacher will find a book like Hill Burton's "Scot Abroad" invaluable. At this stage, too, the pupil might receive some rudimentary instruction in the art of historical reading. He might be accustomed to construct *for himself* a time-chart to cover the field of his reading, and to note the relation, in time, of persons and events to those more familiar to him from his earlier

(a) Wider reading.

(b) Method in the study of History: construction of charts by pupils; use of atlases.

study of the history of Scotland. Scarcely less important is the constant use of a good reference atlas. There is a second line of historical study to which some little time should be given in the Supplementary Course, wherever possible, viz., the history of our principal colonies and of the footing gained by the Anglo-Saxon race in various parts of the world. The story of the early discoveries and settlements makes most attractive reading, and the history of certain of the colonies,—Canada, for example,—is full of romantic interest. But there is one form of study peculiarly appropriate to a Supplementary Course which should never be wholly omitted. The fundamental idea of the Supplementary Course is a halt in the process of continuously developing study, a period during which the pupil reviews his store of accumulated knowledge with reference to its bearing on the situation in which he actually finds himself. In history this implies more than a mere revision; it implies a looking at the past from the point of view of the present. The teacher has here many interesting alternatives before him. He may take an institution of the present day and trace it back to its origin in remote ages; he may contrast present day habitations, food, and dress with those of previous generations; he may make a systematic review of the historical monuments and historical relics of the neighbourhood, showing in what way and to what extent the story of each may be elicited; he may illustrate the progress of inventions, or draw attention to the characteristic art forms of different generations. In the choice of lines of study he may very properly, and with advantage to his pupils, seek guidance in his personal tastes. In any case he will find in the daily newspaper an unfailing supply of topics that are of fresh and immediate interest for his pupils. Thus trouble in Morocco may suggest an enquiry as to the rise of the Mohammedan powers, their advance into Europe, and their subsequent retrocession; or the illness of an Austrian Emperor may lead to thoughts of the House of Hapsburg, the Holy Roman Empire, and the main stream of European history. In all such enquiries the time-chart and the geographical atlas and books of reference should be in constant requisition. In order that the pupil may be accustomed to give point and definition to the enquiries which he undertakes, he should be required from time to time to

(*c*) Colonial history.

(*d*) Study of the past from the point of view of the present.

reduce the result of his researches to writing in the form of a definite historical composition.

Scope and method of History teaching in Intermediate and Secondary Schools.

The scope and, to some extent, the method of history teaching in any particular class of school must, as we have hinted, be ultimately determined by the normal leaving age of its pupils. If they cease attending at fourteen years of age on the average, all considerations lead to the conclusion that Scottish history must form the main subject of systematic historical study. At the most it will be possible, by a proper selection of the material for unsystematic historical reading, and by utilising as points of departure the moments at which the history of Scotland connects most directly with that of other countries, to suggest lines of enquiry which may be followed up in later life, as opportunity offers. Some rudimentary training in historical methods should also be aimed at. On the other hand, if the school age can be extended to sixteen as it is, or ought to be, in the case of the Intermediate School, or to eighteen, as it ought to be, in the case of the Secondary School, then the scope of historical study both before and after the end of what we may call the Primary stage should be considerably enlarged. While it is reasonable to suppose that the pupils of such schools will have gone through, in their earlier years, a course of historical study corresponding generally to that already described as suitable for the Primary School, strictly so called, regard should be had from the beginning to the subject matter of their later studies in history, and the breadth of their reading, even in the preparatory stage already referred to, should be regulated accordingly. For example, where instruction in the classical languages is to play an important part in the education of the pupils at a subsequent period, it is highly desirable that the systematic study of the history of Greece and Rome should be preceded by a certain amount of unsystematic reading of such a kind as will tend to awaken an interest in the persons and events of classical times. Without such preliminary reading any attempt to acquire a knowledge of Greek and Roman history from a study of primers and hand-books will be largely futile, and the effects of the study transient. Nor need this reading be confined to what is strictly historical; myth and legend, apart from their perennial

Variations in the preparatory stage.

fascination for children, help to portray the spirit of a people and convey an indefinable impression of atmosphere. Pupils in such schools should, therefore, be introduced at a quite early age to stories from the Iliad and Odyssey and should be made familiar with the tradition of the Seven Kings of Rome. At a later stage, either prior to or concurrently with their systematic historical study, invaluable material for unsystematic reading will be found in such a storehouse as Plutarch's Lives.

Limit of such variations.

It is desirable to add a word of caution here. The sound tradition of Scottish education demands that no obstacle whatever should be placed in the way of the free transference of suitable children from one grade of school to another. It is, therefore, of importance that, at what we have called the Primary stage there should be no unnecessary divergence in the range of the history teaching as between Intermediate and Secondary Schools, on the one hand, and strictly Primary Schools, on the other. In the latter, as has already been pointed out, there is no reason why the material to be accumulated during the preparatory stage should be taken entirely from the history of Scotland; in the former, the history of Scotland should always receive due prominence as the surest foundation for systematic study.

Range and method of study beyond the Primary stage.

As regards the years that follow the conclusion of the Primary stage, it is obvious that the circumstances of Intermediate and Secondary Schools enable a closer approximation to be made to the ideal of historical study outlined in the first paragragh of this Memorandum. At the same time, the method will remain substantially identical with that already described for the Primary School. There should, to begin with, be a leisurely review of the whole field of the previous unsystematic historical reading of the pupils with a view first of all to exhibiting in suitable charts, constructed by the pupils themselves, the true relations of the individuals and the incidents already familiar to them, and then to bringing into relief, where possible, the characteristic features of a period, the influence of one age upon another, and the mutual relations of persons and events belonging to the same epoch. In this preliminary review the many points at which the history of Scotland, and more generally of

England, comes into touch with that of other European nations should receive special attention. And at some time or other it will be necessary to begin at the beginning and make a comprehensive survey in order of time of the main stream of European history. Just as the various isolated events in the history of Scotland of which the children gained a knowledge in the preparatory stage through the medium of song or story, or with which they became familiar later in the course of their general reading, are very imperfectly understood till they have found their place in a systematic survey of Scottish History from the earliest period, so the history of Scotland as a whole, and those great events, the Crusades, the Reformation, the French Revolution, which have affected the historical development in all European countries, will remain but imperfectly comprehended till there has been a like systematic survey of the whole course of European civilisation, including particularly the history of ancient Greece and Rome. The main study of history has not had its due effect on the pupil till he realises how forces that are living and active in the civilisation of to-day—in its politics, its social life, its literature, its art, nay, in its religion,—trace back their descent, in no obscure way, to ideas germinating and fructifying in the civilisations of twenty and twenty-five centuries ago.

Special periods more appropriate to Secondary Schools.

Such a course of general history is appropriate to both Intermediate and Secondary Schools. Any difference that may be necessary in the method of treatment results from the different leaving age of the pupils, and the greater opportunity that the Secondary School enjoys for full and detailed treatment. Nor does a general course of this nature exclude the possibility of studying a special period more minutely. In the Secondary Schools, in which the study of the classics forms a predominant element in the curriculum, it is both natural and desirable that the history of Greece and Rome should receive special attention. But, when a particular period is studied, it is most important that this period should receive its proper setting in relation to the general course of historical development, and that a true sense of historical perspective should be created by the construction and filling in of appropriate chronological charts and should be kept alive by constant reference thereto.

Connection with English.

It may be well to repeat yet again that the unsystematic historical reading which has been spoken of as the preparatory stage of historical study, does not come to an end with the beginning of the more systematic treatment of the subject. On the contrary, it should be continued and developed as befits the maturer age of the pupils. The ordinary course of reading in English will inevitably contain much matter of historical import. It will doubtless include, for example, select works of historical fiction. The study of English literature has a value of its own which must not be subordinated even to the requirements of historical study, but, granted that this is so, the choice of material for reading may reasonably be determined to some extent by its bearing upon history ; and all such material should be constantly referred to its place in the general scheme of historical study. In addition to this subsidiary use of the results of general reading full advantage should continue to be taken, in the historical course itself, of all available means of illustration, such as extracts from contemporary literature, maps of former political divisions, portraits, coins, medals and historical relics generally.*

The final stage.

The final stage of historical study must also be again referred to briefly. Just as at the end of the Primary course, so towards the end of the Intermediate and Secondary courses, there should come a period of pause, during which each pupil is set to review for himself his accumulated store of historical knowledge from the point of view of the present. Indications of possible lines of work have been given in the remarks upon the Supplementary Course, and do not require to be repeated here. It need only be remarked that in the case of Intermediate and Secondary Schools there is a still wider choice of alternatives, owing to the greater maturity of the pupils and their consequent ability to conduct their investigations with a clearer discrimination of the things that really matter from the accidental and trivial. The particular topics for investigation may be suggested by the teacher, but it is of the essence of this exercise that it should be individual, and it should be possible at the later age to secure in fuller measure the essential objects at which it aims. These may be said to be the training of the pupil in self-resource and independence of judgment, in power to make use of material which he has already accumulated or can easily make available, in the right use of such aids to historical study as time-charts, maps and books of reference, and in clear and accurate narration of the results of his investigations.

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* Works of reference like the splendid series of *Medallic Illustrations of the History of Great Britain and Ireland*, now being issued by the Trustees of the British Museum, should find a place in all well-equipped school libraries.

Summary.

(a) Accumulation of material: the use of the historical novel.

To sum up: there are two main sides to historical study in schools. There is first that aspect which is most fully exemplified in the preparatory stage, the making acquaintance—for the most part in literary form and as part of the study of literature—with the materials of history. This side of the study of history does not come to an end with the preparatory stage. On the contrary, a large part of the literature read by the pupil at subsequent stages will still have to do with historical events, and should be so handled as to enrich the pupil's conception of the relative period of history, its chronological and other relations to the leading events of the period being sufficiently studied. On this side of the work the teacher will have to consider carefully what use can be made of the historical novel, particularly in the Intermediate and Secondary School or in the Supplementary Course of the Primary School. He will have to weigh the advantages accruing from the novelist's vivid pictures of manners and interesting portrayal of character against the danger of false and misleading impressions due to the novelist's free handling of incidents and personalities. It may be the duty of the teacher of history to correct impressions communicated by Shakespeare and Sir Walter Scott. Yet even this may prove a valuable lesson, when the correction is made intelligently and not dogmatically, when the pupil is shown that a statement is necessarily wrong because it involves an obvious anachronism; or when the correction is made sympathetically, and it is pointed out that although this or that statement of fact be erroneous the general spirit of the narrative is true to history; or again when the correction is made to convey a lesson in fairness, when the injustice done to some individual or class is patiently and clearly made plain and the sympathies of the pupil readjusted.

(*b*) Systematic treatment: need of preparation on the part of the teacher. The personal factor: instruction must be oral.

The other side is the systematic treatment of history so as to exhibit events in their due proportion and proper connection, with the view of approximating more and more closely, as the study progresses, to an adequate comprehension of the general movement of history. This work will make the very highest demands upon the teacher's powers, and it cannot be undertaken with any hope of success without careful preparation on his part before each lesson. It is here that his personality will come in. The view of history which he presents to his pupils must bear the stamp of his own individuality; it must be that aspect of events which presents itself to him after careful and well-considered reading. In the light of the intimate bearing that instruction so given may have upon the pupils' attitude towards current problems of vital interest, it is clear that the duty of imparting it must be undertaken under a deep sense of responsibility. But that responsibility is the teacher's highest privilege, and to shrink from it is to fail in a true conception of the teacher's office. It follows from what has been said that the instruction must be oral. The teacher must give of himself, of the fruits of his own individual study and reflection. For this no text-book will ever be a sufficient substitute.

The true ends of historical study.

If the teaching of history be conducted on the lines suggested in the present Memorandum, there are four things to which it may always be made to conduce, in different degrees at different stages,—an interest in the life of the past, a training in the laws of evidence, a philosophic understanding of the development of human civilisation, and last, but not least, a clarified moral sense and the acquisition of a spirit of justice and charity in passing judgment on human nature whether in nations, in parties, or in individuals. Compared with these, the mere accumulation of a knowledge of historical facts is a matter of quite secondary importance, while the attempt by dint of incessant repetition to impress upon the memory for future use the leading facts of a limited portion of the field may in these days of abundant means of reference be justly condemned as an anachronism, even if it were not doomed to failure in all but exceptional cases.

MEMORANDUM ON NATURE STUDY AND THE TEACHING OF SCIENCE IN SCOTTISH SCHOOLS.

PREFATORY NOTE.

The present is the sixth of a series of Memoranda which are being issued at short intervals. As is well known, it has for years past been the policy of the Department (as expressed in the Code) to refrain from prescribing in detail the courses of instruction in the various school subjects. Teachers and managers have been left free to formulate their own proposals for consideration and approval. There is no thought of departing from this policy, which, though not without its disadvantages in certain cases, has yet given a stimulus to independent deliberation upon questions of curriculum, and thereby a directness of purpose and aim to individual work, the effects of which are becoming increasingly visible in our schools. The task of laying down a suitable course in any given subject is, however, by no means an easy one, and the Department has been repeatedly appealed to for guidance. It is in response to these appeals that the preparation of the Memoranda has been undertaken.

It follows from what has been said that, as a rule, no attempt will be made to formulate a definite scheme of instruction. A definite scheme must be relative to the particular school to which it is to apply, and must take account of many circumstances, such as the size of the school concerned, the extent to which the classes are sub-divided, and, above all, the contribution which the home may be depended upon to make towards the education of the children—considerations which are foreign to a general discussion. But an endeavour will be made to present clearly the end and aim of instruction in each separate branch, and the inner articulation and development of its subject matter, as well as to indicate certain leading principles which should be kept in view in the preparation of detailed syllabuses. Furthermore, the Memoranda are not put forward as final or authoritative documents. The views expressed embody, it is believed, the ideals and aspirations that animate the best schools; and few, if any, specific recommendations are made which are not supported by the actual experience of teachers of repute. But criticisms and suggestions will be welcomed and will be carefully weighed, with a view to issuing revised editions, from time to time, as experience may prompt. All that is expected, therefore, is that the Memoranda will receive the thoughtful consideration of teachers and managers in the framing of their syllabuses, in order that no radical departure may be made from the general principles advocated without a deliberate judgment as to the reasons which justify such a departure.

Scotch Education Department.

April, 1908.

MEMORANDUM

ON

NATURE STUDY

AND THE

TEACHING OF SCIENCE

IN SCOTTISH SCHOOLS

I. NATURE STUDY

General Introduction

Aim and purpose.

The justification for assigning to Nature Study a prominent place in the school curriculum is that it brings the pupils into direct contact with actualities and occurrences, as distinguished from descriptions and illustrations, that it develops in their growing minds habits of observing and discriminating, of noting resemblances and differences, and of thinking independently, and that it is calculated to foster their natural interest in all that surrounds them, and thus to afford a gentle and unobtrusive guiding of their out-of-school employment so that their every-day activities may open up to them endless sources of relaxation and delight. Looked at in this way, the subject may be regarded as a most valuable instrument for overcoming that divorce between school life and home life which is, in the opinion of many, a serious defect in our system of education.

Pupils must deal with actualities.

In every form of Nature Study the necessity for dealing directly with natural objects and occurrences is paramount. It is indeed of the very essence of the work. From the beginning the pupil should learn, as far as possible, to rely upon his own observation for his facts, and to endeavour to frame his conclusions independently. In those circumstances and at those stages where he can only realise the truth of things dimly and imperfectly, his adumbration of reality must inevitably be more or less shadowy and imperfect. Yet even so, if it be but the genuine outcome of his own effort, it is of vastly greater importance to him educationally than the clearest conception of a mature mind imposed upon him from without. In this lies the value of Nature Study. Its function is to stimulate the mind to be critically active rather than passively receptive.

Correlation with other subjects.

Geography.

Science.

Drawing.

At many points it comes into close touch with other subjects of the school curriculum. Geography, in one of its aspects at least, and that a most important one, is really a branch of Nature Study. The Experimental and Natural Sciences, both in methods and in matter, are simply its logical development. With Drawing, too, it cannot but be in the most intimate connection throughout, for to the Nature student of every age graphic representation is well-nigh indispensable, and Nature Drawing itself is one of its most obvious and useful forms. The characteristic of this whole group of studies is that they found directly upon the personal observation of the pupil, and that therefore nothing relating to them has any value in education except in so far as it is worked out by the pupil for himself. Again, while linguistic studies, and didactic instruction generally, entail a frequent appeal to authority in some shape or other, usually that of either teacher or text-book, and can thus be effectively handled in the school only, the pupil's progress in the other group of subjects—those pertaining to Nature Study—may, to a considerable extent, be independent alike of school and of teacher. On the other hand, even within the school, Nature Study can render important services of an incidental kind. English, regarded as a medium of description, will find in it a valuable ally providing a wealth of material for essays and for oral composition. Arithmetic and Mathematics supply the only instruments whereby its quantitative expressions and results can be effectively dealt with, and they should make constant demands upon it for practical problems and examples. Lastly, the construction of various sorts of apparatus for the more effective carrying on of Nature Study will afford a ready outlet for the energies of the Manual Instruction Room.

Nature Study group contrasted with didactic group.

Incidental uses of Nature Study.

English.

Arithmetic and Mathematics.

Manual Instruction.

Wherever an actual first-hand study of things is possible, mere reading about them should never be allowed to usurp its place, nor should diagrams, pictures, or any other representations be employed as substitutes for the things themselves. The main endeavour should be not simply to impart information, but to quicken the interest of the children in the world around them, to train them to observe accurately, to reason intelligently from their observations, to state and illustrate their conclusions clearly, and generally to form habits of acquiring and sifting out information for themselves. The teacher should, therefore, refuse to be satisfied with setting problems for his pupils to solve, or giving them questions to answer. He should encourage them to propound questions of their own, and to think out lines of study for themselves, always taking care to direct their inquiries into suitable channels.

Reading not to replace observation

Pupils should suggest questions.

Good text-books or, better still, the writings of great naturalists and explorers will often prove helpful in suggesting lines of work and methods of carrying them out. But the formal intrusion of a text-book into the work of a class, or the dependence upon it for information which ought to be gleaned directly from actual observation, is altogether foreign to the spirit of Nature Study. The teacher's own information on any subject he takes up should, of course, be as complete and accurate as he can make it by personal investigation, confirmed and supplemented by consultation of whatever authorities are available. But he should use his knowledge to guide and stimulate towards discovery, not to inculcate facts.

Use and abuse of books.

Use of teacher's knowledge.

In a rural school, or in a school in a smaller town, where the teacher has a sufficient acquaintance with the principal geological and geographical features of the surrounding country, its flora and fauna, agricultural practice, industries, and general meteorological conditions, the selection of a judicious course of Nature Study will not be a matter of serious difficulty. It would, of course, be unreasonable to expect the average teacher to possess an exhaustive acquaintance with the natural sciences, or even with any one of them. Nor is such expert knowledge at all necessary. At the same time

Possible scope in rural schools.

Attitude of teachers.

it must be remembered that successful results can be obtained only where the instruction is in the hands of one who has a genuine interest in Nature and her works. If he has made a special study of some particular department, he is all the more likely to be able to imbue his pupils with his own enthusiasm and so awaken their interest in what lies round about them.

Difficulties in populous districts.

In the larger towns, where opportunities for the study of nature in the strict sense are of necessity much more limited than they are in the country or in the smaller towns and villages, specifically urban activities may frequently have to be drawn upon for subjects of investigation. A strong endeavour should, however, be made to maintain, as far as possible, the natural character of the work, and teachers in towns would do well to take advantage of the facilities offered by public parks and gardens. Much excellent material for Nature Study may be found also in grocers', fruiterers', seedsmen's, florists' and other shops.

Available subjects for city schools.

Studies should be seasonal.

A seasonal basis will be found to be the best, as it is obviously the most natural, groundwork for a Nature-Study syllabus. In fact, if the work is to be rationally carried on in accordance with the principles already laid down, no other arrangement than a seasonal one is feasible. The necessary examples are most readily obtained, work in the class room and in the field can be most closely linked together, and the whole subject most easily kept in consonance with the pupil's daily experiences, if the syllabus is securely founded on the procession of the seasons.

Weather observations.

Studies of growth.

It follows that the observation and recording of weather phenomena and climatic changes as they occur, and of the development of living things, as far as possible in their natural environment, will be important features of every Nature-Study course. Effective weather observations are practicable almost everywhere, nor need the study of the phenomena of plant and animal growth be confined to country schools, even if in the cities the surroundings must often be somewhat artificial.

SCHOOL GARDENS

Value of the school garden.

Although the advantages of the school garden are many and far-reaching, its educational value is not as yet fully recognised in Scotland. The intimate relation with the processes of nature into which it brings the pupils, the habits of industry, care, order, and thoughtfulness which it fosters, and the interest in rural pursuits which it engenders, make school gardening eminently worthy of a place in the curriculum, wherever the teacher has sufficient practical acquaintance with the work to enable him to superintend it satisfactorily. Work of this kind is specially suitable for rural Supplementary Courses. (See Sixth Schedule of the Code, and the extract reprinted as Appendix A at the end of this Memorandum.) And, in country districts at all events, it should frequently be possible for pupils to have at their own homes little plots in which they could carry on gardening operations under suitable conditions.

For rural Supplementary Courses.

Home gardens.

Type of garden.

By a school garden is meant, not a conspectus of the natural orders, but a suitable piece of ground in which the pupils can actually tend and rear plants for themselves, and carry out simple experiments. If the institution of such a garden proves to be impracticable, it may at least be possible to find suitable corners for smaller plots, where a few typical experiments in growth may be conducted, or to plant flower strips along the sunniest wall of the school or playground boundary. If even these expedients are out of the question, there will always be room for window boxes or flower pots. Wherever the garden is sufficiently large, and other conditions are favourable, separate plots should be assigned to individual pupils or to small groups, larger plots being set apart for class work and for collective investigation and experiment. Local practice and tradition, the situation and size of the garden, the previous experience of the teacher, and similar considerations will largely determine the general character which the garden is to assume. The Agricultural College officials would be able to afford valuable assistance, and whenever a school garden is projected, the authorities concerned should make early application for their expert advice and co-operation.

Playground plots.

Window boxes.

Separate plots.

Help from Agricultural Colleges.

Garden log-books.

Each pupil working in the school or home garden should be furnished with a log-book in which he could enter detailed particulars, with dates, of all operations, experiments, investigations and observations, connected with his gardening work. Accounts could be kept and balanced, and quantity of seed compared with yield under different conditions of tillage and treatment. The records in these garden log-books, if systematically entered, would provide valuable data for further investigations.

Plans of gardens.

Ground plans of the gardens or plots, accurately drawn to scale by the pupils from careful measurements, and indicating the actual positions of the various plants, might very appropriately be included in these garden log-books. A north-and-south line would be determined and shown upon the plan, and also the limits of any shadows thrown by neighbouring buildings.

PROGRESSIVE NATURE-STUDY

Studies of growth and development.

The continuous study of a living plant or animal in its natural environment, accompanied by careful, dated records, both graphical and written, of its growth, development and change, throughout the successive seasons of the year, forms an exceptionally interesting and valuable exercise. Studies in the growth of many

Plant study out of school.

plants can be carried on away from school altogether. Crocus corms, tulip bulbs, tree seedlings, and such readily sprouting seeds as peas, beans, oats and barley, may be planted, cared for, represented and described in the pupils' own homes as well as in the school;

Supply of bulbs.

the system instituted by certain school authorities of supplying suitable bulbs, roots, etc., to those scholars who are willing to look after them in this way has been highly successful, and the Kyrle Society and other bodies have done much good work in the same direction. Or plants and flowers growing freely in garden plots or window-boxes, as well as by the wayside, and selected parts of trees or other suitable subjects in playgrounds

Records of plant growth.

or public parks, may be observed, and their development recorded by means of dated drawings, descriptions, and measurements.

Animal life-stories.

Corresponding arrangements might be made for some of the more careful pupils to study and record, in part at least, the life-stories of certain animals, such as the frog, trout, butterfly, or snail, to cite only a very few, whenever the subjects can be conveniently kept under suitable conditions. Others might endeavour to trace the development of the young of any familiar animals which they have an opportunity of watching.

NATURE-STUDY EXCURSIONS

School excursions.

Where practicable, rambles, for the study of things in their ordinary surroundings, will naturally be frequent, so that each pupil, even in a large school, may be able to participate in as many as possible during the session. These, indeed, along with other experimental and observational exercises carried out by the pupils individually or collectively, and principally in the open air, constitute the really valuable part of Nature Study, rather than any definite lessons given in the school class-rooms. Every pupil who takes part in such an excursion should be provided with a pencil, a note-book, and a box for objects collected during the outing. A pocket-knife, compass and small magnifying glass would also be found very serviceable.

Purpose of excursions.

Each excursion should have some definite object in view; but the teacher should so direct his pupils that, on the one hand, interesting observations are not excluded and individual effort stifled by a too rigid fencing of the subject-matter, while, on the other, their activities are not dissipated in a maze of ill-directed and purposeless observations.

Sea-shore and river basin.

Geology.

Soils

Geological map.

In a visit to the seashore or to a river basin, attention would not be restricted to marine or river plants and animals. Rock structure, the nature of pebbles, denudation, formation of gravel and sand, deposition of silt, and so forth would call for notice; and further simple observations of a geological nature might be carried out in connection with excursions to quarries and other suitable places. A comparison of the composition of various soils might well follow; and the older pupils would ultimately be led on to a careful study of the geological map of the district.

Independent outings.

The outing need not, of course, be always under guidance and in school time. The week-ends, the evenings, the journey to and from school, might all be taken advantage of. The intimation towards the end of one week of the subject of a Nature-Study lesson to be taken in the beginning of the next would encourage the pupils to make excursions, either independently or in parties, on the intervening Saturday. Such a plan is full of possibilities for the city teacher, as its adoption would enable him to stimulate and direct his pupils' observations into many new channels, and to familiarise them with aspects of nature that lie beyond their ordinary horizon.

Saturday excursions.

A warning.

On the other hand, the Nature-Study excursion should never be regarded simply as a means of procuring material for in-door lessons in school. The special period for Nature Study in the school itself should be devoted to suggesting plans for individual out-of-door observations by the children, to talking with them about observations already made or in progress and directing their minds towards possible solutions, to examining, comparing, and arranging materials gathered at excursions and noting resemblances and differences which may have been overlooked in the field, and to aiding them gradually to fit their observations into some more or less coherent scheme in which from time to time they can sum up their own results. The idea that all the observation required, or even any considerable part of it, is to be done in school in the time set apart for the subject, should be steadfastly discountenanced. It renders real progress impossible.

Use of special Nature-Study period.

Route plan of school ramble.

A sketch plan of the route of each walk, indicating the general nature of the ground covered, might be drawn by the pupils who take part in it, and would be included in their records. Places of special interest on or near the route of the walk would be marked on this plan and also on the district ordnance-survey map, and the points where particular observations were made, or specimens found, would be shown. As a preliminary to this, each pupil might be instructed how to make a plan of his route or routes to and from school, indicating distances, angles, gradients, objects of interest on the way, and any other particulars considered worthy of note.

Plan of route from home to school.

Other plans.

These route plans, together with other measured drawings of the school-room, school-garden, play-ground, District survey. Instruments. Map-making. Geography.

and so on might be made the preliminary to a general survey of the locality carried out by the older pupils with whatever instruments were available. For rough measurements, the pace, the value of which has previously been determined by walking a measured distance, might be employed. For more accurate work a tape, chain, or rolling-wheel, would be necessary. Simple surveying instruments, such as a clinometer, sextant, and rudimentary form of theodolite in which a slit and wire may take the place of the telescope, could be made in the school workshop by the more advanced pupils, and afterwards used for these route plans and for other school-surveys. For map-making and map-reading in the field, a compass, plane table, and sight rule (simple forms of which may also be made in school), would be of the greatest service. All this survey work would constitute an important part of the geography lessons, the attention of the pupils being directed to the topographical features of the country on the occasion of each excursion.

Town walks. Market and harbour. Street surveys.

For town schools, especially those from which the open country is inaccessible within the time available for an ordinary school-ramble, any neighbouring public parks or gardens might be resorted to; occasional visits to market and harbour could be made very interesting. Street surveys and plans of the locality surrounding the school would be possible even in a thickly populated city district.

Holiday journeys. Field clubs.

The transition from the ordinary school-ramble to the organized holiday-journey, or even to the vacation camp, might in a few cases at least be accomplished. Such an outcome of school Nature-Study would be a pleasing feature. Every encouragement should be given to the institution of school field-clubs, "bird and tree" teams, scouting parties, naturalist societies, and other developments of a like nature among the pupils.

COLLECTIONS

Objections to indiscriminate collecting.

The collecting instinct will be brought out strongly in all this work, and must be carefully guided. Any tendency towards the indiscriminate robbing of birds' nests, the ruthless killing of living creatures, or the thoughtless uprooting of rare botanical specimens, merely for the sake of increasing a collection, should be strongly discouraged. Nature Study should lead children to have a deep-seated respect for the rights and feelings of all their fellow-creatures, and should teach them to regard with abhorrence the wanton destruction of what is rare and beautiful.

School collections.

School museum.

Types of collections.

For purposes of study, comparison, and identification, it is useful to have a collection of specimens, which should be in itself an object lesson in neatness and orderly arrangement; but a school museum should always be strictly regarded as a means towards an end. When collections are made by scholars in connection with their nature studies, their size should be looked upon as a matter of minor importance, and they should be considered of value only in so far as they serve to illustrate the nature studies themselves or contribute to the solution of special problems. On this principle collections might be made of the leaves of trees displaying different forms of attachment; of tree twigs showing buds and branching; of seeds and seed cases illustrating methods of seed dispersal; of seaweeds, for colour and form; of shells, for structure and shape; of deserted nests, for comparison of materials and methods of building; of birds' feathers as illustrations of detailed adaptation to use; of pebbles, rock specimens, ores, and minerals, for geological studies; and so on.

NATURE CALENDAR

Another form of collecting.

Nature notes.

Nature-Study note-book.

Apart from gathering growing plants for the garden, or seeking new inhabitants for the vivarium or aquarium, and providing material for in-door Nature-Study, children may take up a most valuable and instructive form of collecting which avoids "necrology," and scarcely deals with dried and preserved specimens at all, but rather aims at making first-hand records of personal observations and actual occurrences in the living and moving world outside, by means of sketches, descriptions, or figures. A special note-book for the individual pupil would be set apart for these records. For pupils in the Junior Division this would be quite a simple book in which sketches and notes might occupy alternate pages. For those in and beyond the Senior

Division a larger book might be supplied, having provision for meteorological records in tabular form, a nature calendar, plotted curves of observations of growth, and drawings in abundance. In some cases it might be found convenient to have this note-book made large enough to contain the pupil's whole Nature-Study records. Notes would not be dictated nor pictures copied into this book, which would be solely a record of the pupil's own observations and impressions. In the part reserved as a Nature-Study calendar, the pupil would enter the actual dates on which for the first time in the season he saw the common wild flowers, heard the songs of familiar birds, and noticed such other incidents in the world of nature as the arrival and departure of the swallows and similar migrants, the times of nesting, and other particulars, of birds, the first appearances of local butterflies, and the like. When, for the sake of comparison, it was desired to record an earlier observation by another scholar, it should always be entered under the observer's name.

Records should be original.

Nature calendar.

In the larger towns, public and private gardens, trees, birds and other animals in the streets, or even local industries might afford material for similar records in the calendar. Children in cities are, as has been previously indicated, less fortunate in this respect than those in the country; but, while the actual study of 'nature' and of natural phenomena should be maintained as far as possible, the ordinary material environment of the city child might be called upon to make good the deficiency. Thus, while scarcely fulfilling the stricter definition of Nature Study, a dated account in the calendar of the various operations involved in the building of a house, as observed by the pupils on their way to and from school or at other times, with descriptions of the different materials employed, including possibly their origin, use, quantity, and cost, would provide a most varied and interesting series of exercises, securing much useful mental discipline.

Nature notes in towns.

Modifications of Nature Study in cities.

Building operations.

Entries in the calendar could be made by pupils of all ages, and would tend to foster an alert outlook and general attitude of intelligent observation on passing events. In the case of the younger pupils, only the most obvious occurrences would be noted; but those in and beyond the Senior Division would be able to record

Observations of value.

In rural districts.

much that would be of real interest and value. In rural districts, for example, a record of the local flora and larger fauna might gradually be compiled from the pupils' notes, and much other nature lore pertaining to the district could be similarly obtained. A general Nature-Study register for the school or class, embodying the most important of the pupils' observations, and recording any discoveries by them of new or rare plants or animals in the vicinity, might thus be drawn up. Many items worthy of record would occur to the thoughtful teacher, and the pupils themselves would suggest others as they got more deeply interested in the work. Ultimately the various records so obtained might be collated, arranged, classified, and where necessary amplified, to form part of a general Regional Survey of the whole district surrounding the school. Given favourable conditions, a school might even aim at building up its own "Book of Regional Survey," which when complete would be a storehouse of valuable information concerning the locality. The organisation and conduct of this Regional Survey would be the particular charge of the pupils beyond the stage of the Qualifying Examination.

Nature-Study register.

Other records.

Regional Survey.

CARE OF ANIMALS

Live animals in school.

The keeping of living animals in school for Nature-Study purposes is often a matter of considerable difficulty, and in a number of cases the question of food supply during the interval between Friday afternoon and Monday morning, and at holiday times, has proved a serious obstacle. With a little care, however, these difficulties can be overcome, and many interesting life histories may be studied and recorded in the school-room and in the pupils' homes as well.

Care of animals by pupils.

In no case should the keeping of animals in captivity, either in school or elsewhere, be permitted, unless their well-being and comfort can be provided for in a thoroughly satisfactory manner. To make the pupils themselves individually responsible for these is an excellent discipline; but precautions should always be taken to secure that they never neglect their living charges amid the press of other school duties. Again, wherever captivity is, from the nature of the case, irksome or cruel, it should be absolutely forbidden. A sky-lark kept imprisoned in a cage is neither a fitting subject for Nature Study nor a desirable object-lesson in the treatment of animals.

Bird study.

Under suitable conditions, the provision of convenient nesting places for the song-birds of the district permits of their habits, especially at nesting time, being studied. With a little ingenuity, an empty box of suitable size can be readily enough adapted for this purpose, and fixed to a convenient wall or tree, or erected on a pole in a favourable situation. Schools in which Manual-Instruction courses have been established might include the design and construction of such bird-houses or nesting-boxes, in their schemes of work. Endeavours to modify the forms of these to suit the habits of different birds would lend much interest to their construction, and their erection would lead to more intimate study of local bird-life and a growing desire to protect it. The design and construction of feeding tables and perches, suitable for the smaller birds, would further encourage this desirable development.

Nesting boxes.

Feeding tables.

Animal life-stories.

A simple vivarium, in which the life-story—in whole or in part—of a butterfly, moth, or other suitable form of animal life can be observed, is very easily constructed and maintained. These observation cases will differ widely, both in shape and in size, according to the number and type of their proposed inhabitants; and the design and construction of vivaria suitable for the study of different forms of animal life might well be included in the school Manual-Instruction course.

Observation cases.

School aquarium.

A carefully-stocked aquarium in school would provide a wealth of opportunity for practical Nature-Study, and if care were taken to maintain a just balance between the animal and vegetable life within, and to regulate the amount of light falling on it, an aquarium could be maintained for lengthened periods without change of water other than compensation for natural evaporation. When frogs or toads were to be reared from spawn, a shore would require to be provided to allow of the animals coming out of the water to breathe. Where a school is within easy reach of the sea, the establishment of a salt-water aquarium would greatly stimulate the study of local marine life.

Marine aquarium.

Bees and ants.

Observatory bee-hives and ants' nests, and similar devices for the study of insect communities can now be very easily procured or, with a little knowledge, constructed, and these afford further valuable opportunities for Nature Study of an interesting kind. In the country, bee and ant communities can usually be studied at hives and ant-hills in the neighbourhood. Bee-hives are an interesting addition to a school garden.

In school gardens.

SCHEMES OF WORK

Scope of Memorandum.

In what has preceded no attempt has been made to lay down definite schemes of work suitable for different types of school. The endeavour has rather been to indicate the general principles which should underlie Nature Study in all schools, and to point out various lines and methods by which the subject might profitably be pursued. So many circumstances and conditions have to be kept in view, that any endeavour to formulate a universal scheme would be hopeless. The city school, the suburban school, the school in a small manufacturing town, the inland rural school, and the school in a fishing or mining village, call each for its own individual treatment, while the special predilections of the teacher, and possibly of the scholars, will also have considerable influence in determining the particular direction which the work will take. But the ideals and methods will remain the same, however much the subject matter may vary. It may, therefore, be useful, even at the risk of repeating some things that have been already said, to sketch in broad outline the leading features of a scheme illustrating, in practical fashion, the principles enunciated above.

Diversity of schemes of work.

Similarity of ideals.

Scheme of seasonal Nature-Study.

The scheme of work in Nature Study, in every type of school, should, as far as possible, be drawn up on a seasonal plan, with the ever-changing drama of the year as its basis. Many valuable hints regarding the selection of seasonal subjects suitable for different types of school, and rational methods of studying them, may be gleaned from the excellent "Suggestions for Seasonal Nature Study" which havebeen drawn up by Professor J. Arthur Thomson of Aberdeen University, and are appended to this Memorandum (Appendix B).

A scheme that is too rigidly defined and one that is needlessly discursive are alike open to grave objection. The former is apt to render the work stereotyped and to stifle initiative on the part of the pupils, while the latter usually misses its purpose because it fails to secure a logical connection between the various subjects that have from time to time to be dealt with. The amount of ground covered should not be excessive, and an endeavour ought to be made to secure thoroughness of treatment. At the same time, the greatest care should be taken that the children's interest is never allowed to flag through over-elaboration of particular themes, or insistence on comparatively unimportant details. Lack of interest on the part either of teacher or of pupil is absolutely fatal to success in Nature Study.

Scope of Scheme.

While the scheme should give fairly full details of its scope and intention, and of the manner in which it is to be carried out, it should also provide for reasonable deviation at any point where this seems advisable to the teacher, and is not inconsistent with the progress of the work. The realization of any seasonal scheme of Nature Study, in which the greater part of the work is to consist of open-air observations by the pupils themselves, must necessarily be largely conditioned by the weather, and ample allowance will, therefore, have to be made for variations due to this cause. The whole scheme should be reasonably systematic throughout, each subject evolving itself naturally from what has gone before. Nature Study should not be regarded as a set of definite lessons, each to be concluded in a stated hour, but rather as a connected series of exercises arising from simple observation and deduction therefrom, and lasting over lengthened periods of time.

Room for deviation.

Provision for weather.

NATURE STUDY IN THE INFANT DIVISION

The field of observation in the youngest classes of the school will of necessity be very broad. For the infants the first aim of the teacher will be to awaken their interest in the world of nature around them, and in the processes of growth, development and change. Even at a stage when graphic records cannot reasonably be expected, it is desirable to make something like a systematic beginning. The very youngest may plant seeds in

Awakening of interest.

Care of seedlings.

spring and tend the seedlings throughout the year. This is possible for all schools, and the children's sense of personal responsibility for the proper care and tending of the individual plants should be assiduously fostered. Where a school garden has been established, such observational exercises could be very effectively conducted, and work in the garden might enter largely into the nature studies of all the classes.

School garden.

Care of animals.

Similar exercises in connection with suitable forms of animal life—the development of a butterfly from an egg, for instance—may be suggested; and the care of various pet animals by the infants in school or at home will cultivate kindness and sympathy.

Weather observations.

Weather observations for the younger children will consist mainly in noting the occurrence and duration of such phenomena as sunshine, rain, dew, frost, snow, hail, fog and high winds, and their more obvious effects. Rainbows and winter sunsets will provide colour-feasts which should appeal strongly to children of all ages.

Nature drawing.

As soon as the pupils are able to handle chalk, brush or pencil sufficiently well to make drawings—even rough ones—from nature, and other graphic records of their observations, the Drawing instruction will become of great service to Nature Study, and much of the work in the two subjects should be carried on conjointly. In the scheme of Manual Occupations for the Infant Room, various kinds of seeds and other natural products can be used for exercises in number, form and arrangement.

Manual occupations.

NATURE STUDY IN THE JUNIOR DIVISION

School garden.

In the Junior Division more individual effort should enter into the Nature Study. Definite duties and observations could be carried out in the school garden wherever this is available, and much of the Nature-Study syllabus would centre round this work. The school nature-walk might also form an important part of the Junior Division Nature-Study, especially in the rural or suburban school. For city schools, public parks and gardens could be visited. The scholars

Nature-walks.

should now be able to keep Nature-Study notebooks, to make simple illustrated records of their progressive nature-studies, to note the general weather conditions and seasonal changes, and to keep diaries of any animals under their care.

Difficulty of expression.

At the beginning of the Junior Division studies, some allowance must be made for the mechanical difficulty of expression—the child's inability either to tell, write or draw quite as much as he actually knows. This, however, ought gradually to disappear, and the records would accordingly become more complete, as Nature Study progressed.

Definite problems.

Continuous studies of trees.

Seasonal studies.

Drawing.

But even in the Junior Division it is desirable to set to the scholars some definite problems in Nature Study involving extended series of observations. Thus a seasonal study of some of the commoner trees of the surrounding district, or in public parks, could be made to extend throughout the whole circle of the year, individual trees being assigned to the different scholars, and their more obvious characteristics, their general resemblances and differences, and the times of their various changes being duly noted. A study of trees carried out in this way would naturally lead to observations on the birds, insects, and animals which visit them. Again, groups of simple seasonal studies, such as might be made of buds or of nest-building in spring, of flowers or of animal activities in summer, of seeds and fruits or of falling leaves in autumn, of evergreens or of the effects of frost and snow in winter, might be arranged for the different seasons, subjects being sought for and examined by the children themselves either during school walks or independently. Drawing will now begin to form a more important part of the records, and will aid greatly in arriving at clear impressions of the subjects studied.

Study of leaves.

While the simpler tree-leaves were being represented in the Drawing lesson, a comparative study of them might be made so that the children might become familiar with their shape, size, colour, structure and attachment, and might learn to recognise them readily. It is a matter of some importance that such a study of

General study of trees. leaves should be accompanied or preceded by a general study of the trees to which they belong; the children should make their first acquaintance with them as living and growing objects, and not as detached specimens collected for representation in a Drawing lesson. Study of seeds. Familiar seeds, selected and brought to school by the pupils, would provide further opportunities. Other nature forms. Other parts of plants could be similarly treated, only the simpler forms and more striking characteristics being dealt with in the Junior Division.

NATURE STUDY IN THE SENIOR DIVISION

School garden. In the Senior Division, Nature Study will become more systematic and definite. Where there is a school garden, responsible and regular work will be assigned to the pupils, and the various products will be utilized as subjects of study.

Excursions. The Nature-Study excursion with a definite object in view will afford material and thought for connected seasonal lessons. Study of buttercups. For example, the systematic examination of some related groups of plants, such as the buttercup family, would furnish a useful series of lessons extending over a considerable period, and depending largely on out-of-door observations by the pupils and on the consideration of habitat and environment. Similarly, the pollination of flowers might be taken up in the spring and summer months, and such subjects as methods of seed dispersal in autumn, and the weathering effects of frost in winter. Seasonal studies. Seasonal studies similar to those already suggested for the Junior Division should be continued by the Senior Division pupils, but in a more intimate and thorough manner, and with clearer Definite problems. and more logical statements of the observed facts, and a nearer approach to reasoned solutions. Agriculture. In the country, agricultural practice will give opportunities for continuous studies of various kinds, such as sequence of farming operations, rotation of crops, and effects of weather on growth. Transport. Illumination. In city schools, questions connected with transport and illumination might also be productive of much first-hand observation by the pupils. Construction. Building construction, as already suggested in connection with the keeping of a nature calendar, might also supply its quota of material. In all studies of this kind care should be taken to bring out as clearly as possible the relations of these urban activites to natural processes and phenomena. Progressive studies of the growth and development of plants and animals will be carried out much more fully at this stage than was possible in the Junior Division, and the illustrated records should be of great service in leading to a better understanding of the processes involved.

Natural side to be emphasized.

Progressive studies.

At this stage too, as a means of arriving at clearer conceptions, some simple quantitative observations should be introduced, requiring the use of exact numerical measurements and relations. Progressive studies of plant development might thus include the measurement and plotting to scale of the growth of stems and of the variation of leaf area at different seasons of the year. In like manner, observations at the sea-shore or harbour might cover actual estimates of the rate of flow and ebb of the tides and of the amount of rise and fall, a determination of the variation in the times of high and low tide from day to day, and the discovery by the pupils of the phenomena of spring and neap tides.

Quantitative work.

Measurement of growth.

Plotting.

Observations on tides.

The note-book of the Junior Division might now be replaced by a nature calendar in which definite and systematic individual observations of all kinds would be recorded. In addition to entering full details of their general nature-studies, Senior Division pupils might observe, record and plot the daily readings of the barometer and thermometer, the hygrometer, rain gauge and anemometer, or any other suitable meteorological instruments which are available. A recording barograph or thermograph would be useful as showing the automatic plotting of a curve.

Nature calendar.

Weather study.

Meteorological instruments.

In the highest classes the use of a shadow-stick to find the true north would encourage evening stellar observations by the pupils, and the determination of true north by means of the pole star. The idea of magnetic north and the use of the compass needle in finding it could be introduced. During the winter season the pupils might become familiar with the more conspicuous of the constellations and learn to represent them from memory. The nightly and yearly movements of the stars could be noted, and instruction given in the use of a simple planisphere.

Shadow-stick.

Study of the stars.

Nature Study and Drawing.

In the Senior Division, as in the other departments of the school, much of the work in Nature Study and in Drawing would go hand in hand. They should be carefully correlated in the observation and recording of growth and change, in the study and comparison of various plants and animals, and in all similar work. While due attention is given to this, there will still be left ample room for the independent development of both branches of study.

NATURE STUDY IN ADVANCED CLASSES

Individual investigation.

Nature Study in the classes beyond the stage of the Qualifying Examination should continue and supplement on more intensive lines the work done in the Senior Division. The opportunities for individual and accurate investigation are now greatly increased, and work of a more serious nature can be undertaken.

Course for rural schools.

For rural schools an endeavour should be made to organize a course of study on the general lines laid down under the "Course for Rural Schools" in the Appendix to Circular 374, which is reprinted at the end of this Memorandum (Appendix A).

School garden.

Log-books.

Much of the responsibility for the work in a school garden would devolve upon the Supplementary Course pupils, among whom the general supervision of the operations might be apportioned. Individual plots would be set apart for the more advanced pupils, and original experiments encouraged as much as possible. The careful keeping of garden log-books by the pupils should not be forgotten.

Manual Instruction.

Gardening tools.

Vivaria.

Nesting boxes, etc.

The school workshop should now prove of real service. In town schools especially, Nature Study will benefit by the careful arrangement of the Manual Instruction syllabus. Exercises in the making of plant labels, flower-sticks, flower-pot stands, and of some of the simpler tools and appliances for gardening operations could be introduced at an early stage of the course. The design and construction of vivaria, including simple observation-cases for use in the younger classes, and of nesting boxes and feeding tables in connection with the study of local bird life, might follow. Simple pieces of

Apparatus.

apparatus for study of plant growth, and for other experiments, could also be devised and constructed by the pupils.

Nature excursions.
Quantitative work.
Calculations.
Curves.
In cities
Urban activities.
In the country.
Rural activities.
Regional Survey.

The nature excursions of the older pupils should be largely directed towards gaining a fuller and more accurate knowledge of the general features of the country within their reach. Quantitative investigations, on similar lines to those suggested for the Senior Division pupils but carried out more intensively than was possible in that Division, should now constitute a considerable part of the work. Calculation of results from measurements made, and the plotting of curves from actual observations, should be frequent. In the cities trade, transport, construction, lighting, heating, and other urban activities might yield much useful material, and thus in some degree help to make up for the inevitable deficiency in those more strictly natural subjects with which the country abounds. In rural schools the local farming practice, the school garden, and the whole wealth of nature around will furnish ample opportunities for intensive quantitative work on the lines already indicated. In addition to such exercises, the more advanced pupils might study the inter-dependence of plant and animal life, and the effect on them of the geological, geographical and meteorological conditions of the locality, and might finally approach the broad outlook of a more or less complete Regional Survey.

II.—THE TEACHING OF SCIENCE

Relation to Nature Study.

The pupils who have had the advantage of intelligent guidance through a series of Nature Studies, such as are outlined in the first part of this Memorandum, will have become familiar with various facts and phenomena which should form a substantial basis for the Science work of the Intermediate and Secondary School. At this stage the Science Studies should assume a more markedly quantitative character than would have been profitable at an earlier period, and a stricter logical sequence in the work should also be followed. In Botany, for example, the previous field and other observations of the pupils should now have coherence given to them in the natural development of the subject, while at this later stage attention can be given to studies in growth and function, which would be meaningless without at least an elementary knowledge of Physics and Chemistry. These experimental subjects have had in their turn to await the attainment by the pupils of some mathematical skill before systematic work could be attempted with advantage. But, the point reached when, with a good working grasp of Arithmetic, the pupils have entered upon the serious study of Algebra and Geometry, the time has arrived when they may with advantage begin those intensive laboratory studies which will not only supply many and varied problems for the application of their increasing knowledge of Mathematics, but should also introduce them to methods of enquiry and lines of action which favour the cultivation of the faculty of steady and logical thinking.

Relation to Mathematics.

Object of Experimental Science course.

The main object of a course of Experimental Science is to implant in the minds of the pupils the habit and spirit of accurate investigation—a process which may be made a means of mental discipline of the highest order. It follows from this that the first-hand investigation by each pupil of a definite problem in the laboratory should be the keynote of the work, and that demonstrations by the teacher must take a secondary place. The operations in the laboratory may be *preceded* by such explanation as may serve to make clear to the pupils the nature of the question to be studied and to connect it with their previous knowledge; they should be *followed* by a comparison of the results obtained, by the discussion of divergencies, by the bringing out of general conclusions, and by an examination of the various principles underlying the experiments. Demonstration by the teacher may be employed to confirm these conclusions, or to illustrate their bearing. He should give continual and strenuous supervision to the laboratory operations, and should devote much time and thought to the arrangement of his work there, and to the careful selection of experiments and problems for the pupils. The use of a text-book by the pupils in the

Discussion of results.

Functions of the teacher.

laboratory as a guide to their practical work should not be encouraged at the Intermediate stage. Where a teacher adequately fulfils all the duties devolving upon him, such a thing is not only unnecessary but may become a positive hindrance to the work. In the laboratory it is the study of things that must be maintained paramount, and in the earlier years, at least, the mind of the student should be kept steadily turned towards the observation of the facts and phenomena themselves, with the teacher as his only mentor.

Text-books.

Study of things.

It is clear that, for the purpose of orderly teaching, the pupils of a class should, as a rule, be engaged at any one time in the investigation of questions of the same general nature, although the problem to be studied may be presented to different pupils in varied forms, provided that the results obtained can be used to establish some common principle. The actual investigation assigned to each pupil should be, as far as possible, individual. The practice of associating pupils in pairs for all investigations is not to be commended. Only in certain experiments, as, for example, when readings of two instruments have to be taken simultaneously, or in the use of the larger and more costly pieces of apparatus, is this in any degree desirable. Otherwise, in all common operations the individual character of the work should be maintained so that every pupil may be thrown upon his own resources, to the cultivation of self-reliant and independent habits.

Arrangement of work in laboratory.

Individual investigation desirable.

Of scarcely less importance than the actual observation is the truthful and clear recording of results. For this purpose it is suggested that each pupil should be provided with a book (preferably with alternate pages ruled in squares), in which he should keep a continuous dated record of his operations throughout the year. In this book he should enter — in the laboratory, and at the time—an account of the several investigations he has conducted, and of the results individually obtained. The record should show every observation made, and, whenever possible, it should be accompanied by a presentation of the results in a tabular form. The statement of work need not be in any way elaborate, but it should at least be clear and free from slovenliness. It is not sufficient simply

Records of experiments.

Tabulation of results.

Description of apparatus. Illustrations. Plotting curves of results.

to record a measurement; the instruments and methods employed should be clearly indicated. The records should also be illustrated by drawings of a simple nature, and, wherever the character of the observations permit of it, the results should be plotted in the form of a graph. In all calculations contracted methods should be used. From the point of view of the general education of the pupils, it is of real consequence that these notes should be neatly written, the composition closely studied, the calculations set forth in good style, and the diagrams of apparatus, dissections, etc. drawn with care. Strict attention to this on the part of a teacher at the commencement of the laboratory course will get over early the main difficulties which pupils feel in effective note-taking. Later on, the majority will take pride, if not positive pleasure, in keeping their records in a satisfactory state.

Determination of constants.

The determination of constants, whether in the finding of a relative density, a specific or latent heat, a refractive index, or the percentage composition of a substance, should in every case be made the subject of a class average. After the record of the experiment has been made by the pupil in his note-book, the result should be written by him on the blackboard in a column in common with other pupils in the class. Widely discrepant results could afterwards be eliminated from the column by the teacher in discussion with the class, and a mean result calculated and recorded as the finding of the class. This affords an excellent example of the scientific method, and where it has been already introduced, it has never failed to arouse more than usual interest in the quantitative operations, by inciting to a healthy rivalry as regards the accuracy of the individual results.

Interest in quantitative operations.

Physical measurements.

The early lessons of the course will be chiefly devoted to elementary exercises in measurement. It is essential that the pupils should become thoroughly familiar with the units of length, area, and volume, and should acquire skill in the use of accurate measuring-instruments. But, these objects being attained, it is not desirable that this part of the work should be unduly protracted. Further work during the first two years of the Intermediate

Measuring instruments.

Course should be mainly physical, and should precede studies in elementary chemistry, seeing that chemical phenomena are, as a rule, of a somewhat higher order of difficulty than are those in elementary physics, and that the proper interpretation of chemical changes and laws depends upon physical principles.

Outline of work.

In accordance with this view, the following outline of work is put forward as indicating a suitable course of study in Experimental Science for an Intermediate School devoting three hours per week, in two equal periods, to the subject :—

Physical Measurements :
- Lengths, Areas, Volumes.
- The Lever. Principle of Moments. The Beam Balance. The Spring Balance.
- Mass and Density.

Physics of Air and Water :
- Pressure. The Barometer. Boyle's Law. **U** and **W** Tubes. Hare's Apparatus. The Syphon. Hydrometers.
- Specific Gravity. The Principle of Archimedes.

Time and its Measurement. The Pendulum.

Heat, including Hygrometry :
- Temperature. The Thermometer.
- Expansion considered qualitatively.
- Melting and Boiling Points.
- Conduction. Convection. Radiation.
- Newton's Law of Cooling.
- Quantity of Heat. The Calorimeter.
- Specific Heat. Latent Heat.
- Coefficients of Expansion of Solids, Liquids and Gases.
- Charles' Law.
- Dewpoint. The Hygrometer.

Introductory Chemistry :
- Mixtures and Compounds.
- Separation. Filtering and Decanting.
- Solution, Crystallization, Distillation, &c.

Chemistry of Air, Water, and Combustion. The indestructibility of Matter. Acids, Bases, and Salts.

Chemical Studies of Common Substances, such as Chalk, Carbon, Salt, Nitre, Ammonia, Sulphur, and bodies derived from these.

Law of Constant Proportion gradually developed by the quantitative exercises done throughout the course.

Study of the Equivalents of Common Elements.

Law of Equivalent Proportions.

Such a course as has been outlined above should occupy, with a fair measure of fulness, the whole of the time normally given to Science during the three years of the Intermediate School course; but although this scheme indicates a line of work commonly pursued, it must not on any account be considered the only one acceptable for the purposes of the Intermediate Certificate. Indeed, it is most desirable that, whenever the Science teacher's qualifications and other circumstances permit, Nature Studies in continuation of the work already overtaken in the Senior Division of the Elementary School, but on more intensive lines, should be carried on in the Spring and Autumn months in each year of the Course. This would naturally lead to such modifications of the Experimental-Science Studies as would allow the necessary time for the purpose, and the teacher should frame his scheme accordingly.

Intensive Nature Studies.

Beyond the Intermediate Certificate stage, the course of work to be followed in the Secondary School or Junior Student Centre would, in large measure, depend upon the objects the pupils have in view and the time which it is proposed to devote to the subject during the two or three years of study for the Leaving or Junior Student's Certificate. The following general synopsis should afford scope for the selection of suitable schemes of systematic study at this stage :—

Higher Course.

General synopsis.

Chemistry—more advanced studies, such as
- Bone Ash and Phosphorus.
- Borax and Boric Acid.
- Sand and common Silicates.
- Metals and their Common Compounds, *e.g.*—
  - Zinc, Iron, Copper, Mercury, Lead, &c.
- Common Organic Compounds.

General Synopsis.

Light:
- Rectilinear Propagation of Light.
- Intensity. Photometers.
- Reflection. Mirrors.
- Formation of Images.
- Refraction. Prisms and Lenses.
- Structure and Functions of the Eye.

Sound:
- Velocity and Intensity.
- Vibrations and Wave-lengths.
- Pitch and Quality.
- Structure and Functions of the Ear and Larynx.

Experimental Mechanics:
- The Mechanical Powers.
- Principle of Work.
- Equilibrium of Forces.

Magnetism:
- Properties of Magnets. Law of Inverse Squares.
- Magnetic Field and Lines of Force.
- Terrestrial Magnetism. The Mariner's Compass.

Electricity:
- Statical Electricity:
  - Generation. Frictional Machines.
  - Induction. Influence Machines.
  - Potential. Condensers. The Leyden Jar.
- Voltaic Electricity:
  - Single and Double Cells.
  - Ohm's Law. Current. Galvanometers.
  - Resistance. Wheatstone's Bridge.
  - Electro-Motive Force. Voltmeters.

Biological Studies.
- Botany and Vegetable Physiology, or Experimental Physiology and Hygiene.

Throughout the more exacting work of experimental investigation, the thoughtful teacher will not neglect opportunities as they arise in his frequent discussions with his pupils to "humanise", as it were, the subjects dealt with, by bringing out their applications to the explanation of various natural phenomena, or to manufacturing or other processes and concerns of everyday life. The subjects of the syllabus bristle with possibilities of this kind. Take a few examples from an earlier part of the course:—

Natural phenomena.

Fluid pressure as illustrated in the ordinary gas and water mains.
The barometer and thermometer in their meteorological relations.
Formation of dew, fog, rain, and snow.
Boiling point of water as affected by changing barometric pressure.
Influence on climate of the high specific heat of water.
Conduction, convection and radiation, as illustrated in the heating of a school by the ordinary hot-water system.
Convection currents as occurring not only over a candle or a gas flame, but as exhibited in land and sea breezes, monsoons and trade winds.

Chemistry.

These, and many other correlative matters, taken up as the ordinary work suggests them, would interest and stimulate even the dullest among the pupils. As will be seen from the suggested scheme, the chemistry lessons ought mainly to consist in the investigation of commonly occurring bodies and of more or less useful materials derived from them by definite chemical processes. From things well-known and common the pupils will proceed to the study of those less familiar or, to them, previously unknown. These studies should be entirely regulated from a synthetical standpoint and not at all from the analytical one common not so very long ago in schools. The intending chemist will have abundant opportunity of practising the special analytical side of chemical work later on within the Technical College or at the University. What should be aimed at in school is to give the pupils a sound grasp of the facts and principles, or what have been well called the *realities* of elementary chemistry, Broad-based upon quantitative experiments performed

Synthetical studies only.

by the pupils during the course of study, the fundamental laws of chemical combination will be established, but chemical theory should occupy a very subordinate place, if considered at all, at any point in the curriculum. It does not necessarily follow that chemical formulæ and equations are thereby banished from the school laboratory; they may be "freely used," an authority on this subject says, "not as expressing molecular changes, but solely as a shorthand expression of the proportions by weight in which the elements are found by experiment to combine. This use of equations is entirely independent of the atomic theory; and it has such enormous advantages in assisting the memory, in bringing out analogies between different classes of reactions, and in expressing the results of quantitative experiments in a form at once compact and easily comprehensible, that no intelligent teacher of chemistry who goes beyond the earliest steps can afford to reject it."

Laws of combination.

Formulæ and equations.

In all investigations the simplest appliances consistent with accuracy should be employed, and the pupils should be accustomed to fit up their own apparatus. The design and construction in the school workshop of instruments to be afterwards used for experimental work in the laboratory, wherever this can be overtaken, is most desirable.

Simplicity of apparatus

Construction by pupils.

It should go without saying that all apparatus, utensils, chemicals, etc. ought to be kept in good order and condition for use. The laboratory should at all times be an object lesson to the pupils of wise and orderly arrangement and cleanliness. There should be in it a place for everything, and, when not in actual use, everything should be in its place and readily available. An excellent plan, now commonly adopted, is to dispose the apparatus within the cupboard in the order in which the instruments are to be used throughout the course of study mapped out. This not only allows the teacher readily to see how he is provided for future lessons, but it is also an arrangement that the pupils will quickly understand and appreciate. Untidy benches and the use of dusty apparatus and unclean utensils should be absolutely prohibited. Glass and other vessels should be kept as clean and bright as table-ware, and for this purpose the laboratory should have a good

Care of apparatus.

supply of soft dusters so that all apparatus or utensils which have been used by the pupils may be thoroughly cleansed and dried by them before being returned to their places in the cupboards. The special duties laid upon Science masters to regulate the disposition and condition of the apparatus and other materials placed in their charge should be taken into account in apportioning their hours of actual teaching service in the school.

Special duties.

In conclusion, the course which has been sketched, when fully followed out, should result in the acquisition by the pupils of a considerable knowledge, and that of a sound and permanent nature, of various natural phenomena. But while this object is of great importance, the main purpose to be kept constantly in view is to render the course of study effective as a means of mental discipline. The value of the work will depend upon its spirit and method, and upon the power of initiative and self-reliance developed in the pupils, rather than upon the amount of examinable knowledge acquired.

Main purpose of course.

Development of initiative.

See Appendixes on following pages.

APPENDIX A.

[APPENDIX TO CIRCULAR 374.]

SUGGESTIONS FOR SUPPLEMENTARY COURSES IN DAY SCHOOLS.

"COURSE FOR RURAL SCHOOLS.—(1). The special instruction relative to this course should obviously be in matters pertaining to Agriculture and Horticulture. The Nature-Study lessons given in the earlier stages of school life should now be so amplified and extended as to be useful afterwards in the work of field or garden. School gardens, such as are now common in America and on the Continent, would prove a most valuable adjunct to the lessons, and the time spent in giving practical instruction therein would, under reasonable restrictions, be reckoned as part of the school course. Much, however, may be done with window boxes and flower pots in the way of experiment and observation on plant reproduction and growth, the influence of various manures in increasing the fertility of a soil, &c. The rocks and soils in the neighbourhood should be carefully studied and their relations established. The suitability of different soils for particular crops might afterwards be considered from the farm practice of the district. The life histories of weeds and insect pests could be worked out and simple remedies against them tested. Wind and insect pollination of plants would also prove a most interesting study, and would naturally lead to observations on bees and bee-keeping at the nearest bee-hives. A few well-illustrated lessons in the rudiments of chemistry would serve to bring home to the pupils the more important facts connected with the nutrition and work of plants, and the relations of air, water, and soil, to both vegetable and animal life. This gives a brief outline of the nature of the instruction which may be undertaken, but the intelligent teacher, knowing his ground, will be able to suggest many other lines along which the school time may be advantageously spent. From the observations made, inference as to the farming practice may from time to time be drawn ; but it is important that the course should be a training of the observing and reasoning faculties, such as will be of value to the pupil whatever his future occupation may be, and not simply a committing to memory of facts relating to any branch of Natural History or Agriculture.

"In any inferences as to farming practice that may be drawn, the teacher should be careful to be guided by the best expert opinion available, and full use should be made, both for purposes of illustration and for drawing inferences as to correct farming practice, of any Experiment Stations conducted in the neighbourhood by the Agricultural College of the district.

"(2). As subsidiary subjects, the following should find a place in the course. (*a*) Instruction in Geometry on the lines already indicated for the Technical Course, but leading up to land measuring and simple exercises in surveying. (*b*) The study of newspaper market reports and exercises in calculations based upon them. (*c*) The keeping of accounts."

APPENDIX B.

SOME SUGGESTIONS TO TEACHERS FOR SEASONAL NATURE STUDY IN SCHOOLS.

By PROFESSOR J. ARTHUR THOMSON, University of Aberdeen.

INTRODUCTORY NOTE.

A seasonal course of Nature Study, continued throughout the year, has many advantages :—

(1) It is "natural," that is to say, it is always relevant to what the pupils (in the country at least) are seeing and feeling at the time. The school studies should aim at focussing and encouraging the out-of-school Nature-Study which forms part of every healthy child's experience where there is any "Nature" left. Moreover, the seasons have subtle influences on human life, and the natural phenomena of the outer world will be studied with most sympathy at the time of their occurrence.

(2) By keeping to the seasons it is easier to get fresh or living material for study. Where there is opportunity, the pupils should bring in part of this material, and, in any case, their real experience should be utilised. They should learn to relate clearly in school what they have seen and done out of school. (The Nature Study should be used for exercising the power of expressing experience—orally, in writing, in form and colour.) Their curiosity in regard to what happens in the outer world should be whetted, so that they may see more precisely next time, understand it better, and enjoy it more.

(3) By following the course of the seasons, the school Nature Studies will keep in touch (in the country at least) with the human activities going on around, *e.g.*, on the farm and in the garden and on the shore; and thus the "reality" of school-work will be increased. There will be great gain even if the only immediate result be that the child is convinced of the interestingness of the most familiar things within its own experience, and gets a glimpse of the problems behind them all. To cultivate the mood of inquiry is a greater gain than much knowledge.

(4) By making the school Nature Study strictly seasonal, it may be easier to avoid the common mistake of supposing that Nature Study for children means a series of elementary lessons in Botany, Zoology, Geology, Meteorology, and so on. The time for this parcelling-out into subjects or special sciences is later. The child should have a scientific way of looking at things developed long before it hears anything about special sciences. Nature Study means getting interested in all that is going on in the outer world; learning to see, to measure, to record, and describe things accurately; trying to find out the "go" of things, the "how" of any happening. *In Nature Study we aim at seeing, understanding, enjoying, and practically learning from the natural world round about us.*

It need hardly be said that the Nature Study has gone wrong when it becomes bookish or too much of a "lesson." It has also gone wrong when it becomes easy-going and lacking in serious purpose. As important aids it must suffice here to mention—a school garden, a simple aquarium and terrarium, a small collection always being renewed, a nature-diary, a scrap-book for photographs and similar records, a few lenses, and a field-glass.

I. SPRING STUDIES.

Experience shows that the best time for beginning a course of Nature Study is in *Spring*. "Nature" is then making a new beginning, and there is spring in the child's body and mind. After the usually harder and more sedentary work of the winter-term, there should be some relaxation, a change of themes, and some open-air work. The woods, the meadows, the hedgerows, the ponds, the shore-pools are all "calling," and there are responses—whose origins are older than all books—in every healthy mind. It may not be possible, especially in towns, to do all that might be wished to gratify these spring desires for a "return to nature" in the Wordsworthian sense, but it is supine to say that we can do nothing in a truly educative way along this line. Furthermore, if the Nature Study is going to be pursued in a thoroughly concrete and objective way, then spring is the fittest time to begin—when particularly interesting things, such as flowers and birds, may be studied in their gradual appearance, before there is too great embarrassment of riches.

GENERAL THEMES :—

Spring is the time of—

Re-awakening : e.g., of winter-sleepers, winter-hiders, chrysalids, buds, seeds.

Re-invigoration : e.g., of trees ; the ascent of sap.

Young Things : e.g., seedlings, nestlings, lambs, tadpoles, young trout, larval gnats.

Re-peopling : e.g., of ponds, shore-pools, woods, meadows ; the return of the migrant birds.

Thus, more particularly, a course beginning in April might devote the first studies to working out the idea of April as the month of Opening :—

The opening up of the earth ;
The opening of seed-cases ;
The opening of buds ;
The opening of eggs (Easter) ;
The opening of the bird's orchestra, and so on.

Use should be made of the old stories of the return of Proserpina and the re-awakening of the Sleeping Beauty, and of the immortal ballads and lyrics of the spring. (There should be throughout, though without "forcing" the method, a correlation of Nature Study with literature and art, as well as with occupations.)

Reference should be made in the country to those human activities that are seasonally conditioned, *e.g.*, sowing, fishing, and looking after the lambing.

A. PHYSICAL :—

Appropriately at the Vernal Equinox (21st March) a beginning should be made in the study of the physical basis of the seasons.

The lengthening day, the higher sun, the disappearance of wintry conditions, the hints of warmth.

Spring winds.

Spring showers. Study of falling rain.

March dust. Importance of dust.

B. PLANT LIFE :—

(1) Sprouting or germination of seeds, *e.g.*, bean, cress, sycamore, acorn, orange, grasses. Draw stage after stage. Behaviour of seedlings. Try experiments with sprouting in different conditions of warmth, light, moisture and soil. Sow a counted number, and see how many come up.

(2) Opening of buds, of common trees in particular, *e.g.*, horse-chestnut, sycamore, poplar, ash. Observe the actual opening on the trees or on twigs kept in water.

(3) Experiments on the ascent of sap.

(4) Early spring-flowers, *e.g.*, celandine, aconite, wood-anemone, coltsfoot, sloe or blackthorn, crocus, snowdrop, wood-hyacinth, willow, alder.

(5) Study of "bulbs," of tulips, hyacinths and daffodils, and of crocus "corms," which have been bought in autumn and attended to through the winter.

(6) Make studies of potato-tubers. Let them grow under different conditions. Measure and weigh different stages. Keep a record of growth-changes.

(7) Make more detailed study of large buds, *e.g.*, horse-chestnut, cabbage. On twigs of the horse-chestnut find the transitions from bud-scales to leaves, and draw a series.*

C. ANIMAL LIFE :—

(1) Frog-spawn; the eggs; their envelopes of jelly; the changes in the eggs; the embryos; the liberation of the larvæ; the newly hatched tadpole; the appearance of the tadpole after a month, after two months; the change into the miniature frog; the different ways of breathing and feeding; the behaviour of the tadpoles; their enemies; the year's life of the frog :—the winter rest; the pairing and egg-laying; the juvenile life in the pond; the migration from the pond; the summer in the fields; the return of the survivors to the mud by the pond-side.

(2) Life-history of gnats or mosquitos; of harlequin-flies (whose larvæ are called blood-worms); and of other insects, such as may-flies and dragon-flies, whose young stages live in ponds, etc. Compare these with life-long aquatic insects, *e.g.*, water boatman and water beetles. Collect the larvæ of caddis-flies in their cases and watch them. The story of the gnat in particular to be demonstrated: the raft of eggs; the active larvæ; their movements; their breathing; their moults; the pupæ; the winged insects.

(3) Study the gradual re-peopling of ponds, *e.g.*, the re-appearance of newts and pond-snails.

(4) Hatch in running water (a very gentle stream from the tap) the eggs of trout and salmon. Keep sticklebacks for some time in an aquarium (a large glass vessel with flat sides).

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* It need hardly be said that in the great majority of our suggestions we are referring not to what the teachers should do, but to what the teachers should get the pupils to do.

(5) Story of young eels* (three to five inches long) which ascend the rivers in spring. They are already at least a year old. They were hatched in deep water on the Continental shelf to the west of Britain; they have had a fasting period of open sea life (when they were flat from side to side, transparent "glass-eels" about seven inches long); they become less delicate, cylindrical, shorter and coloured; they swarm up the rivers by day and rest at sunset; they ascend to slow-flowing reaches and to ponds; they grow large slowly, but never breed in fresh waters; they return fully grown, five or six years old, to the sea—to the deep waters, and probably die after giving rise to a new generation. Contrast eels and salmon as to their life-history. Contrast eels with "niners," which are the young of lampreys.

(6) Study of the re-peopling of the shore-pools, *e.g.*, birth of sea-anemones, the young dog-whelks in their vase-like egg-cases fastened to the ledges of the rocks, the young stages of the common shore-crab (after the free-swimming larval stages in open water), the young of some of the common shore fishes, the stickleback's nest among the weeds.

(7) Study of caterpillars and their transformations. Collect some caterpillars and their appropriate food-plants. Observe the growth-changes, the pupa-stage, the emergence of the butterfly or moth.

(8) Birds in spring: The new arrivals, such as swallow and cuckoo, the spring songs of birds (recognition of some of these), the nesting-time. Some last year's nests, disinfected and stored in autumn, should be studied. Robbing birds' nests is, of course, forbidden, but the eggs from some deserted nests may be secured.

(9) Study of the behaviour of chicks and other young birds.

AN ILLUSTRATION IN GREATER DETAIL.

Some of the children live by the sides of a salmon-river; they have seen the salmon leaping; they may have seen the female fish laying her eggs; they have seen the salmon caught—in different ways. If Nature Study means anything in such a place it means inquiry into the habits and life-history of the salmon, and from this we are not to be deterred though many of the problems that surround the salmon are still unsolved.

The eggs are laid in the winter months in the sandy and gravelly bed of the stream by the female salmon and fertilised there by the male salmon. The eggs have many enemies, and many perish. Those that survive develop very slowly, taking three to four months to hatch.

At first the young ones are very sluggish and lie among the stones, living on their legacy of yolk which may last for fifty days. As the yolk becomes exhausted, they become more active, and about eight weeks after hatching (*i.e.*, in spring) the fry are about an inch long. They now grow quickly, feeding on minute creatures in the water, and by the end of a year they are somewhat trout-like "parr," about four inches long.

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* Here and in a few other instances in these suggestions there is a slight departure from the observational method. But if that method is made fundamental, the teacher may occasionally allow himself the dangerous luxury of using his book-lore to fill up gaps in the pupils' observations.

In the second or third spring after their birth, they put on their silvery "sea-jacket," are about seven inches long, and descend to the sea as "smolts." In the sea they feed voraciously, *e.g.*, on young herrings and haddocks, and on the eggs of crustaceans, and grow large.

In fifteen to eighteen months or more they return to the rivers as "grilse," perhaps two to five pounds in weight, and they are able to spawn. Thus the story begins again. After spawning the salmon are out of condition and have to return to the sea to regain their full vigour. It may be safely said that most, if not all, of the mature salmon's energy is accumulated during the time it spends in the sea. Although they develop slowly, they grow quickly and they may live to a good age, attaining a weight of fifty to seventy pounds in very fortunate cases.

Attention may be directed to the colour-changes in the course of the life-history and in the course of the year, to the gymnastic feats of leaping, to the combats of the males, to the numerous risks that beset the salmon at different times, to the fact that they sometimes return to the same river and so on. The life-history of the salmon should be contrasted with that of the flounder, the eel, the lamprey, and others.

ANOTHER ILLUSTRATION.

One of the signs of spring—in April or May—is the reappearance of humble-bees. These are queens or females, the sole survivors, which have passed the winter at rest in some sheltered hole. They fly to early-flowering plants, *e.g.* to the willow-catkins. They look out for a suitable nesting-place, and there they deposit within a cradle of wax a small mass of pollen and nectar which they have collected. In this some eggs are laid. A second cradle or cell is connected with the first, and then a third, and so on. After about a month the first brood is hatched, and these are all "workers," *i.e.*, usually sterile females. The first set of daughters begin to help the queen-mother, and soon there is a second set. The queen ceases to forage and remains in the nest, exclusively maternal. Some of the daughters may produce eggs which develop without being fertilised. Towards the end of summer the drones or males are hatched and young queens. There is thus a large family, consisting of one mother, many workers, a smaller number of drones, numerous young queens, and it may be grandchildren. A nest of *Bombus terrestris* in August contained thirty-five young queens, twenty drones, and 160 workers. But, unlike a bee-hive, the community may be described as "annual," for all die off in autumn except a few fertilised queens which rest through the winter.

Attention may be directed to the extraordinary activity throughout the summer: food-collecting, nest-making, producing, feeding, and tending the young; to the occasional guests (*Psithyrus*, *Apathus*), bees very like *Bombus*, which are tolerated in the nest; to the enemies such as field-mice, weasels, and insect intruders; to the little mites often seen on the bodies of bees; to the importance of humble-bees in flower pollination; to Darwin's "Cats and Clover" story; to the gradual series connecting solitary bees, through humble-bees, with the hive-bees.

II. SUMMER STUDIES.

The longer day and the more vertical rays of the sun imply a great increase in the income of energy in the Northern Hemisphere. This implies a marked invigoration of the life of plants and animals. The curve of activity which began to ascend in spring, reaches its climax in summer. The "tide of life" reaches in summer its high-water mark.

A. PHYSICAL :—

A second attempt to explain the physical basis of the seasons.

The long day and the variations in temperature and pressure. Study of sunshine and haar, morning mists and morning dew, clouds and rain, prevailing winds, effects of drought, the importance of dust, thunder-storms, hail.

B. PLANT-LIFE :—

Study of activity of plants, now at its maximum. The everyday activities. Simple experiments showing the absorption of water and salts, the loss of water and the using of water, that the leaves are making much starch, sugar, etc., that light is necessary, that what the leaves make passes down the stem. Great care should be taken not to "explain" things. School children cannot do much in the way of studying root-absorption and the like without preliminary training in physics. It should be enough at this stage to show *what takes place*, and to raise many questions, leaving them unanswered. It should be remembered that there are few botanists who will say that they understand the ascent of sap or the effect of sunlight on a leaf. To give easy-going explanations is bad education.

Therefore, without dwelling much on the mysterious internal processes, study rather the ways in which leaves are fitted to resist wind, heavy rain, frost, insects, snails, moulds ; how they support and protect the buds ; how they are arranged to obviate overshadowing ; how they are cut up, exposing much surface, in crowded places ; and so on.

Summer phase of common trees, etc., contrasted with their phases at other seasons. Study their general shape, mode of growth, trunk, bark, branching, twigs, leaves, flowers, fruit, seeds, seedlings, saplings. Examine different kinds of wood. Count the rings on a cut tree.

Study of summer flowers.

The increasing brightness of floral colour compared with spring flowers. Make a "flower calendar" with three or four characteristic flowers for each month.

The parts of the flower :—
supporting sepals, calyx ;
attractive petals, corolla ;
pollen-making stamens ;
seed-making carpels.

The uses of nectar
colour
fragrance } in attracting profitable insect visitors.

The defences of the flower from unwelcome guests.
Inter-relations of flowers and insects.
Results of summer work :—
  The filling of tubers and other storehouses.
  The formation of next year's buds.
  The making of seeds and fruits.
Study some one plant in particular, *e.g.*, dandelion, and have drawings made of its chief stages and phases.

PLANT ASSOCIATIONS.

Begin to build up a knowledge of "plant associations," *i.e.*, societies of plants usually found together in similar habitats, and often, though not related to one another, showing the same kind of fitness for particular conditions of life. Thus there are the plants of the meadows, the roadsides, the cultivated fields, the railway banks, the woods, the cliffs, the dunes, the shore, the bogs, the ponds, the moor, the hillside, etc.

Select a particular habitat, say a thickly grown hedgerow, and study the competition for room and light and air. How many have much cut-up leaves, why ? How many different ways of climbing up are there ? Scramblers, twiners, leaf climbers, tendril-bearers. Give examples. As an exercise in precision contrast the briar-*prickle* (a skin-structure, like a hair), the holly *spine* (part of a leaf), the barberry-*spine* (equivalent to a whole leaf), the hawthorn-*thorn* (a twig that has not got on).

Mere dissection of flowers is, from our present point of view, subsidiary ; but it is a fascinating exercise very useful for the sake of the manipulative skill thereby acquired, and as a discipline in precision. It may be made educative in other ways, *e.g.*, when the pupils discover real relationships between plants that are superficially very different.

Reference should again be made to human industries which are seasonally conditioned, *e.g.*, hay-making, flower-culture, bee-keeping. The experience—the real experience—of pupils should be utilised and interpreted. Thus, a boy who has shared in hiving a swarm may be asked to give as clear an account as he can of what happened.

C. ANIMAL LIFE :—

Summer is *par excellence* the time for studying the activities, behaviour, and industries of animals. Summer is the season of greatest animal activity.

As a general intellectual foundation *for the teacher*, the following propositions should be understood :—

(1) The living creature is undergoing ceaseless change, continually breaking down its materials and continually building them up again, yet retaining for a time its integrity in spite of the flux. There is continual waste and repair, expenditure and income, running-down and winding-up, combustion and stoking, activity and recuperation.

(2) There is a contrast between every-day activities and periodic activities. The every-day activities are the functions of :—

The two "master activities".	Movement, contractility, of the muscular system. Feeling, irritability, of the nervous system.

The three "auxiliary activities".

- Nutrition, including the ingestion, digestion and final incorporation or absorption of food.
- Respiration, including the absorption of oxygen (really a gaseous food), to keep the vital combustion agoing, and the elimination of carbon dioxide (really a gaseous waste).
- Excretion, the getting rid of nitrogenous waste.

(3) The periodic activities are chiefly those of growing and reproducing, and there is an interesting see-saw or contrast between these. There are other periodic activities such as migration, storing for winter, etc.

(4) The behaviour of animals may be conveniently studied under the heads :—

Seeking for food, preparing it, storing it;
Making shelters, homes;
Adjusting themselves to the inanimate world, *e.g.*, in migration, concealment;
Adjusting themselves to other creatures, *e.g.*, in combat;
Finding mates;
Preparing for, feeding, protecting and teaching the young.

(5) The well-defined industries of animals include: Hunting, fishing, shepherding, farming, storing, making nests, making homes, etc.

(6) An inclined plane of activities must be thought out *by the teacher* :—

7. Rational conduct in man.
6. Intelligent behaviour.
5. Habitual intelligent behaviour.
4. Instinctive behaviour.
3. Complex reflex actions.
2. Simple reflex actions.
1. Automatic internal activities.

A Scheme of Study in regard to Activities.—It often happens that living specimens are available for study in school or close to the school, and yet they are not sufficiently utilised *for lack of a scheme.* There are many possible schemes, and the best one is probably that which the teacher thinks out for himself. The following has been suggested by Prof. M. F. Guyer, who writes :—"Animals, from their own point of view, have two and only two occupations in the world. These are (1) to care for themselves, and (2) to care for their offspring. Consequently, every important thing to be seen about an animal has to do with one or the other of these pursuits." Prof. Guyer's scheme, slightly modified as to details, is as follows :—

THE BUSINESS OF ANIMALS.

I.—To Care for Themselves.

(*a*) ***Food.***—What do they eat? How do they find it? How do they get to it? When do they feed? How are the mouth parts and other parts suited for getting and using the food, *e.g.*, catching, killing, eating? Do they use any peculiar devices, *e.g.*, lying in wait? Do they use things outside themselves, such as snares, in getting their food? Do they swallow it, chew it, suck it, or what? Do they store food?

(*b*) *Self-Protection.*—What enemies have they? Do they seek to escape them or deal with them? Have they armour or weapons? Have they special habits that are self-preservative, such as changing colour quickly, feigning death, rolling themselves up, burrowing? Are they helped by special fitness of structure, *e.g.*, colour-resemblance or form resemblance to other things? Do they help one another? Are they social or solitary? Have they a home or shelter? What special risks do they run in the course of their life-history? What special risks are associated with their habitat?

(*c*) *Adjustment to Physical Surroundings.*—Where do they live? Why here and not there? How are they specially fitted for particular habitats? Do they act upon their surroundings in any marked manner? Are they directly changed by changes in their surroundings? How are they adjusted to vicissitudes, such as cold, heat, drought, storms, winter? How long do they live?

II.—To Care for their Offspring.

Do they lay eggs? If so, where, when, how? Do they bring forth young ones? Are these miniatures of the parents, or are they at first very unlike the parents? How do they secure the safety of eggs or young ones? Do they feed their young, guard them, tend them, teach them? How long do the young remain immature? What are the relations between the two parents, if there are two parents? Do both help to care for the young?

The same form of scheme may be used for plants. The problems are fundamentally the same, though the solutions are very different.

SOME INSTANCES OF RELEVANT SUMMER-STUDIES

(Animal Life).

The Behaviour of Ants.—Ant-hills can be studied best in their natural sites, but with a little care a "formicarium" can be arranged (for a short time) in school.

The Story of the Bee-hive.

The History of a Wasp's Nest.

The Work and Life-history of Green-flies or Aphides.—The meaning of "honey-dew". Tell the story of the habit certain ants have of using the aphides as "cows".

The Work and Ways of Spiders.

Animals and Plants in Relation to Man.—An interesting series of studies may be arranged under the general heading of the relations of animals and plants (and their respective products) to human life. This is most relevant in summer, when the activities of animals are at their height, but part of it may be held over for winter when the supply of objects for study is more difficult. In towns—where opportunities for Nature Study are necessarily more restricted—considerable emphasis should be laid on this utilitarian aspect, as also on those aspects of Nature which we call "inanimate".

III. AUTUMN STUDIES.

A. PHYSICAL :—

Meaning of the short day, the low sun, the increasing cold, etc. Autumn weather, *e.g.*, " equinoctial gales " and other winds; haze, fogs, mists, clouds, and rain.

Physiographical " study of the immediate neighbourhood, *e.g.*, the shore, the dunes, the cliffs, the river bed, the drainage-system, the farm lands, the woods, the moor-land, the loch, the hills. For instance, visit a river and observe its direction of flow, its drainage area, the difference between the two sides, the flood-marks, the tributaries, the different kinds of deposits. Experiment as to its rate of flow. Calculate its breadth, etc., etc.

B. PLANT LIFE :—

Withering and Falling Leaves.—What the leaves have been doing throughout the summer; results of their work; external and internal reasons for their withering and fall, *e.g.*, oblique light, cold, frost, diminished supply of water, wear and tear of summer; what happens, *e.g.*, migration of material into the stem, breaking up of the green corpuscles, appearance of " anthocyanin," making of a separation-layer, the breakage, the healing of the wound; contrast of full-grown leaf, withering leaf, dead fallen leaf, and skeleton leaf. Contrast trees which lose their leaves with " evergreens ".

Exhibition of brilliant withered leaves—collected by the pupils—*e.g.*, bramble, vine, virginian creeper, maple . . . a " beauty-feast," literally " beauty for ashes."

Some simple experiments, *e.g.*, with solutions of the green colouring matter, separating the pigments; with " anthocyanin " in acid and alkaline solution.

Notice the dates of the " fall " in various common trees. Compare different ways in which the leaves fall. Draw the leaf-scars of a few common trees. Collect and dry some leaves for use on a winter day. Study the network of " veins " in some skeleton leaves and inquire into their significance.

Find earthworms' burrows with leaves half in, or, for instance, the midribs of the rowan leaves lying around the mouth of the burrow after the leaflets have been dragged in. Read a passage from Darwin's account of the formation of vegetable mould.

Inquire into the rotting of the withered leaves, the work of moulds and other fungi, the action of bacteria. Try to show by a simple experiment that there is no rotting without bacteria. Try to make vivid the general idea of the circulation of matter, which is continually passing from one form to another, from one incarnation to another, indestructibly. Much that seems to vanish into the air in the form of gas may be recaptured and brought into the circle of life again.

STUDY OF FRUITS :—

(1) *General.*—The see-saw in the life of the plant between the great activity of foliage (self-increase), and the making of fruits and seeds (preparation for next year's crop).

"Fruits," a general name for the persistent parts of the flowers and flower-stalks after pollination, usually the full-grown seed boxes with or without extra parts, such as flower-stalk, sepals, bracts.

(2) *Kinds of Fruits.*—Get the class to collect all sorts of fruits, add to this if necessary from the fruiterer's shop. Give time to classifying these—a fine brain-stretching exercise. Avoid the complex terminology of the books which is out of place here, and keep to a simple arrangement, such as the following :—

I. Box-fruits (capsules, etc.), *e.g.*, poppy, pea.
II. Splitters (schizocarps), *e.g.*, hemlock, deadnettle.
III. Nuts and nutlets, *e.g.*, acorn, hazel, beech, grass, thistle.
IV. Stone-fruits, *e.g.*, cherry, plum.
V. Berries, *e.g.*, grape, currant, gooseberry, orange.

After these are mastered, pass to difficult fruits, such as apple, pomegranate, strawberry, fig.

(3) *Uses of Fruits.*—To protect the seeds from bad weather, seed-eating animals, etc.

To prevent too early sprouting.

To secure seed-scattering, etc.

(4) *How the Fruits help in Seed-scattering.*—By breaking gently or explosively, *e.g.*, pea, broom, whin, horse-chestnut, balsam.

By having "wings" or parachutes, *e.g.*, thistle-down dandelion-down, clematis, maple, elm.

By adhering to animals, *e.g.*, cleavers, burdock.

By being eaten (the seeds pass through the food canal undigested), *e.g.*, most stone fruits and berries.

Special cases of interest, *e.g.*, mistletoe.

(5) *Contrast between what is in Fruits and what is in Seeds.*—What is stored in the fruit is lost; what is stored in the seed is legacy. Hence in dry fruits almost nothing, in succulent fruits much water and sugar; in seeds much proteid material.

(6) *The making of the Fruit.*

MORE DETAILED STUDY OF FRUITS AND SEEDS.

Inquire into the structure of common fruits of different kinds: poppy capsules, hemlock fruits, true nuts, stone-fruits, berries.

Study interesting, puzzling fruits, such as apple, orange, walnut, horse-chestnut, cocoa-nut, pea-nut.

Take a particular case, such as wheat and oats, separate seed from fruit-case, make flour, dissolve out the gluten, inquire into meaning of chaff, "bran," etc., sow some seeds.

Study the structure of large seeds, such as those of bean, pea, orange, oak, sycamore, and discover the meaning of the different parts.

Reference should again be made to human occupations as seasonally conditioned, *e.g.*, harvesting, fruit-gathering, fishing, preparations for winter.

ANIMAL LIFE :—

Autumnal Migration of Birds: The birds that have gone or are going; those that have come from the east or farther north; the birds of passage in the stricter sense; the partial migrants.

Storing of Food-supplies by Animals:—*e.g.*, bees, squirrels.

Galls: Inquire into the meaning of "oak-apples" (the large oak-galls) and compare with other galls.

How Birds and other Animals help in the Distribution of Seeds.

Autumnal Gossamer Showers.—Tell how the story of gossamer showers was worked out by a boy of thirteen (Jonathan Edwards, author of *The Freedom of the Will*).

Study of the Jetsam of the Shore after a Storm.

AN ILLUSTRATION IN MORE DETAIL.

THE HABITS AND WORK OF EARTHWORMS.—The fact of energetic activity, illustrated in spring in reference to nest-building, etc., and in summer in reference to ants and bees, etc., may be usefully illustrated in early autumn by a study of the habits and work of earthworms.

(*a*) Living earthworms should be studied, moving on the ground (or on the table), and in the ground (in a box with a glass side observations may sometimes be made). Several different kinds of earthworms are common, but they agree in their general features. Note the difference between the head-end and the tail-end, the difference between the upper and the under surface, the precise position of the mouth, the small hood in front of the mouth, the number of rings, the thickened rings where the skin makes glutinous stuff used in forming the cocoon and in pairing, the minute bristles (four pairs on each ring) that stick into the ground (these can be felt on the hand when they cannot be seen), the thin outermost layer (outside the living skin) which often shows a rainbow-like colour though it is quite transparent; note the same kind of thing in shells, on the surface-film in a puddle, on a dirty window pane, etc. Get a good description of the earthworm from the pupils, leaving out at this stage all technical words.

(*b*) Watch the earthworm's movements. Observe the tracks left by their nocturnal journeys. Experiment to see if they show by their movements any awareness of sharp sounds, strong odours, bright light, vibrations. Collect evidences of their activities, *e.g.*, the castings, the leaves half-drawn into the burrow, the little heaps of pebbles at the mouth of the burrow. Go out at night with a lantern to a green where they are abundant. Where are they most abundant? Where are they usually absent? What do they do in winter?

(*c*) The work of earthworms. *Burrowing*, making way for the plant-roots and the rain-drops, ploughers before the plough. Often 53,000 in an acre of garden ground.

Bruising the soil in their gizzards, making it finer, feeding on the vegetable matter in it, passing out the powdered residue. Ten tons per acre per annum pass through their bodies.

Burying the surface by bringing up the castings, often at the rate of three inches in fifteen years, and burying leaves which go to make vegetable mould.

ANOTHER ILLUSTRATION.

The migration of birds should be studied in autumn (and also in spring). It is confessedly full of unsolved problems, but that is no reason for leaving it severely alone in school work. There is education in trying to learn a little regarding difficult phenomena, especially such as force themselves on the attention of every observant child in the country. Of course, the teacher must avoid suggesting that he or any one else knows all about it. He must leave the subject in the child's mind with many marks of interrogation! The most useful studies are those which are left "developable," like seeds, in the mind.

PRELIMINARY NOTES:—

(1) What is going on now? Many of the common birds have disappeared, many are scarcer than they were, many are restless, some winter-visitors (such as fieldfare, redwing, snow-bunting, pochard, divers, little auk) have arrived.

(2) The migration of birds is not the only kind of migration. There are migrations of fishes, *e.g.*, salmon and eel; of reptiles, *e.g.*, turtles; of mammals, *e.g.*, reindeer, seals; even of locusts, etc.

I. BIG FACTS:—

(*a*) Most birds are more or less migratory, but the migrations vary greatly as to length of flight, numbers involved, and so on. Contrast tropical and north temperate conditions.

(*b*) Five sets of birds in most of our areas: Summer visitors breeding here; autumn and winter visitors, breeding farther north and east; birds of passage who linger for only a short time on their way north and south; residents and very partial migrants; and casual vagrants.

(*c*) On the whole, in Britain, birds come from the south and south-east, and east in spring; and fly away south and south-east in autumn.

(*d*) In many cases, such as swallow, swift, cuckoo, and puffin, there is great regularity in the dates of coming and going.

(*e*) In a very few cases (why not more?) it has been proved that the same birds return to the same place.

These facts should be illustrated in reference to a few of the best-known cases.

II. Questions in regard to which facts are still too scarce to admit of brief statements: What routes do the birds take? At what height do they fly? At what rate? In what order (as to age and sex), and how does the spring flight differ in character from the autumn flight?

III. There are some reasons for regarding migration as instinctive: What reasons? What does instinctive mean?

IV. Problems of the largest order:—

(1) How did migration begin? (Climate-changes? Food-changes? Overcrowding?)

(2) What are the immediate stimuli pulling the trigger of instinct? (Changes in temperature, daylight, food; breeding-comfort; crowding?)

(3) Can the way-finding be understood at all? (Sensory alertness? Inherited experience? Tradition? A sense of direction?)

IV. WINTER STUDIES.

A. Physical:—

Snow crystals and snow-flakes. Compare with crystals of common salt and the like. Show a crystal "growing." Hoar-frost or frozen-dew.

Frost-flowers on window-pane. Compare with salt-solutions allowed to evaporate on a plate of glass. Icicles, compare with stalactites.

Properties of snow and ice, *e.g.*, "avalanches" in miniature from the sloping roofs; snow-balls.

Study of a snow-storm.

The shore after a storm; *e.g.*, the new face often given to the dunes, the landslips, the weathering of the cliffs, the new banks of shingle. Notice here the protective influence of the sea-weeds and further up of the sand-binding grasses, etc.

The river-banks after a flood.

B. Plant Life:—

Recognise a dozen common trees in their winter-state; study the different appearances of bark, different modes of branching, different kinds of buds and bud-scales.

Try to make the recognition of trees more precise by getting the pupils to tell how they know an ash from a beech, and so on for a dozen common trees.

Cut off representative small branches, fix them firmly in the natural position on blocks of wood, compare them next year with similar branches bearing bursting buds, full grown leaves, flowers and fruit. Then burn the collection.

Get the pupils to collect some "skeleton leaves," press them after they are cleaned, study the patterns of the veins, keep the best for comparison with the green leaves.

Study some plants that flower in winter, such as ivy, Christmas roses, snowdrops. Inquire into the insects which visit winter-flowers.

Study some plants whose fruits persist in winter, such as holly and mistletoe. Read, for instance, the story of Balder.

Inquire into the winter state of buds and seeds.

Evergreens :—

In winter a special study should be made of evergreens. An exhibition of evergreens collected by the pupils should be arranged, *e.g.*, ivy, holly, laurel, box, yew, pine, spruce.

Some Points of Interest.—Most of the evergreens are conifers (with exposed or naked seeds), and that means that they belong to a much more ancient stock than the commoner trees (which have their seeds in closed seed-boxes). They often grow and flourish in poor soil, in exposed places, at great heights—an older, hardier race. But there are conifers which are not evergreens, like the larch (obviously bare in winter); and there are evergreens which are not conifers (such as ivy and holly and laurel).

Questions.—Do evergreens shed their leaves ? When ? Why is the vegetation under evergreens usually very different from that under other trees ? How is the pollen of conifers usually carried ? How are the seeds of conifers scattered ? A collection of large cones should be kept for object-lessons, *e.g.*, for a lesson on spirals, if not on conic sections.

Wood :—

From a sawmill it may be possible to get some good slices of different kinds of trees, in a neat form and suitable for handling. These will form material for an interesting study on a winter day. Distinguish the bark, the wood, the pith (if there is any); the position of the growing layer, the young wood, the heart-wood; the rays, the rings (what do both mean ?); the knots in the wood; the "grain" on smooth long slices; and so on.

Coal :—In winter, most appropriately, a study should be made of coal and peat. The story of their making should be told.

The Hand of Life upon the Earth.—Work on from coal to a simple study of "the hand of life upon the earth." Other deposits besides coal, *e.g.*, of diatoms, chalk. The formation of coral islands. The preservative influence of coast sea-weeds, of the mosses which form huge sponges at the foot of the mountains, of grass, of forests, etc. The destructive influence of boring animals, of burrowers like crayfish and water-voles, of beavers in the past. A further study of the burrowing, bruising, burying work of earth-worms.

Reference should be made to winter activities on the farm, garden, etc.; to the various human devices for resisting the cold.

ANIMAL LIFE :—

Various ways of Meeting the Winter :—

Winter-sleep or hibernation, *e.g.*, in hedgehog and dormouse.

Winter state of { Frogs.
Snails.
Queen humble bees.

Dormant pupæ or chrysalids of insects; compare with buds and seeds.

Find the hiding-places of house-flies, earwigs, wood-lice, etc.

Change of Colour in some Animals :—

Stoat becomes ermine.
Mountain hare becomes white.
Ptarmigan becomes white.

How does this come about?
What are the advantages of the colour-change?

Birds in Winter :—

Birds that are always with us, *e.g.*, sparrow, robin.
Birds that remain in part, though many migrate.
Birds that are never seen in winter, *e.g.*, swallow, swift.
Birds that come to Britain in winter, *e.g.*, snow-bunting.
Observations on the birds that gather about the playground for the food and water provided for them, *e.g.*, tits.
Birds found dead after a severe frost should be used for examination.

Comparison of Particular Haunts in Winter and in Summer :—

Contrast for instance the winter and summer conditions of:—
a pond,
a shore-pool,
a stretch of the beach,
a particular wood.

THE NATURALIST'S FOUR CHIEF QUESTIONS.

It may be useful *to teachers* to point out that the naturalist asks four chief questions—the answers to which, all very imperfect, are unified into a science of life-lore or biology.

The first question is—"*What is this?*" an inquiry into *form* and *structure*. What is this living creature in itself and in its parts? What is it as we see it with our own lenses only, and as we see it when we put other lenses in front of ours? What is it as a thing by itself and when compared with its fellows and kindred?

The second question is—"*How does this act?*" an inquiry into *habits* and *functions*. How does this living creature behave as it does? What is its business? How does it keep agoing and set other creatures like itself agoing? How does it get on? What is the "particular go" of it?

The third question is—"*Whence is this?*" an inquiry into *development* and *history*. Where did this living creature come from? How did it begin? What was it like when it was young? What are the chapters in its growth and life-history? What is known of the history of its race?

The fourth question is—"*How has this come to be as it is?*" an inquiry into *causes*. What factors have led to this living creature being what it is, where it is, as it is; in short, what have been the factors in its evolution?

It need hardly be said that these are not questions for children. They are the fundamental questions of the science of biology, which is not for children. But they are stated here because they help greatly to keep our own minds—as teachers—in good order.

SUMMARY OF "VALUES, METHODS AND AIMS OF NATURE-STUDY."

VALUES :—

(*a*) Developing sensory acuteness and precision of observation.

(*b*) Educating natural inquisitiveness and cultivating natural interests.

(*c*) Suggesting endless interesting problems, in tackling which the use of scientific methods may be learned.

(*d*) Culture of æsthetic appreciation; Nature "a joy for ever." There is moral culture, too, in Nature Study, as many before and after Wordsworth have discovered.

(*e*) Trying to understand something of those outer-world activities that are intertwined with human activities may have great *practical* value.

METHODS :—

(*a*) Objective or practical;

(*b*) Socratic or heuristic;

(*c*) Vital or dynamic.

AIMS :—

Nature Study "implies an appreciative outlook upon the whole environment, and that not from a *scientific* view-point only, but from the æsthetic and practical as well." —Judges' Report, Nature Study Exhibition (1902).

"Nature Study is learning those things in Nature that are best worth knowing, to the end of doing those things that make life most worth living."—(HODGE.)

'Nature Study is the culture of the habit of observing and thinking for one's self, and at one's best, without books or helps, in presence of the facts, and in the open air."—(GEDDES.)

"In Nature Study we aim at seeing, understanding, enjoying and practically learning from the natural world round about us."

APPENDIX C.

Statement of the minimum provision of Apparatus required in connection with the Instruction of Small Classes of from four to six Pupils in Experimental Science in Intermediate Schools.

APPARATUS REQUIRED FOR PHYSICAL PART OF COURSE.

Physical balance (agate bearings).
Case for balance.
Weights, 100 gms. to ·001 gm.
1 wooden bridge for balance.
} One instrument for every two pupils.
3 spring balances (Hughes' Pocket).
2 letter balances to 50 gms.
Set British weights, ¼ oz. to 1 lb.
4 metre scales.
Screw gauge.
Slide callipers, with vernier.
1 set geometrical solids for measurements.
4 Bunsen burners (or spirit lamps).
2 thermometers 0° to 100° C.
1 thermometer 0° to 212° F.
2 2-oz. narrow-mouthed stop-bottles (for specific gravity).
1 50 c.c. burette with stand.
1 100 c.c. burette with stand.
1 graduated cylinder, 50 c.c.
1 graduated cylinder, 250 c.c.
6 small flasks.
6 small beakers.
2 doz. test-tubes, 5 ins. by ⅝ in.
1 doz. boiling-tubes.
3 lbs. glass tubing assorted (bore 2 to 6 mms.).
2 yds. narrow indiarubber tubing.
3 yds. indiarubber gas-tubing.
3 retort stands with rings.
3 clamps for ditto.
2 pieces wire gauze.
4 lbs. mercury.
1 pint methylated spirit.
1 pint turpentine.
3 metal pulleys.

In addition, the following (if not already at hand) should be procured locally:—Pliers, funnel, silk thread, files, squared paper, dividers, 12-inch rulers, scissors, cardboard, thin indiarubber cord, corks, wires, tin cans, lead shot, wooden blocks, drawing pins, pails, set-squares, protractors, paraffin wax, tin foil, lead bullets, tin plates, saucers.

Note.—The total cost of the above, if only one balance is required (price with case and set of weights about 2*l.* 3*s.*), should not be more than about 6*l.* It is probable, however, that the School will be already provided with some items in the list, and the cost may be thus diminished. A barometer (price from 2*l.*) is not included above, as the School should be furnished with one for ordinary class purposes. Other useful instruments, *e.g.*, "Hare's Apparatus" and U and W-tubes for balancing columns of liquids, can be easily set up by the teacher or pupils themselves.

The above apparatus is also very well adapted for the instruction of Supplementary Course pupils in Introductory Experimental Science.

APPARATUS REQUIRED FOR CHEMICAL PART OF COURSE.

Apparatus.

- 4 small glass funnels.
- 4 evaporating basins.
- ½ gross small test-tubes (3 ins. long).
- 2 tripod stands.
- 2 small distilling flasks.
- 2 small pneumatic troughs.
- 2 beehive shelves.
- 4 watch glasses.
- 6 small gas jars (about 5 ins. by 2 ins.).
- 6 glass plates for ditto.
- 4 flasks, round bottoms (capacity about 300–600 c.c.).
- 12 indiarubber stoppers, assorted.
- 2 lbs. glass tubing (6 to 20 mms. bore).
- 1 lb. Jena glass tubing (6 to 12 mms. bore.
- 2 bell-jars, about 8 ins. by 3 ins.
- 4 small porcelain capsules.
- 4 small porcelain crucibles and lids.
- 1 tall jar, about 500 c.c.
- 1 packet filter papers.
- 1 flat flame jet for Bunsen.
- 2 spring clips.
- 2 retorts (4 oz., stoppered).
- 1 porcelain mortar and pestle.
- 1 deflagrating spoon.
- 1 wood filter stand.
- 1 test-tube stand.
- 1 pair crucible tongs.
- 2 pipe-clay triangles.
- 2 small calcium chloride tubes.
- 1 10–c.c. pipette.
- 2 " Winchester pint " bottles.

Chemicals.

- 1 pint sulphuric acid.
- 1 pint hydrochloric acid.
- 1 pint nitric acid.
- 1 pint solution of ammonia.
- 1 pint methylated spirits.
- 4 ozs. carbon disulphide.
- 8 ozs. sulphur.
- 4 ozs. charcoal.
- ½ oz. phosphorus.
- 1 oz. sodium.
- ¼ oz. potassium.
- 6 yds. magnesium ribbon.
- 2 ozs. zinc foil.
- 2 ozs. aluminium foil.
- 1 oz. copper foil.
- 1 oz. tin foil.
- 2 ozs. lead foil.
- 4 ozs. iron filings.
- 4 ozs. manganese dioxide.
- 2 ozs. copper oxide.
- 16 ozs. common salt.
- 4 ozs. sodium bicarbonate.
- 4 ozs. potassium chlorate.
- 4 ozs. potassium bichromate.
- 4 ozs. nitre.
- 4 ozs. chalk.
- 4 ozs. marble.
- 4 ozs. calc-spar.
- 4 ozs. calcium chloride anhydrous.
- 4 ozs. calcium sulphate.
- 4 ozs. alum.
- 4 ozs. copper sulphate.
- ½ oz. silver nitrate.
- 4 ozs. gunpowder.

Note.—The price of the above apparatus will be from 2*l.* 5*s.* to 2*l.* 10*s.*; that of the chemicals about 10*s.* Where no gas supply is available, a plumber's blast lamp or a "Primus" paraffin stove, costing from 7*s.* 6*d.* to 15*s.*, should be added for experiments requiring high temperatures.

REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

GENERAL REPORT *for the Year* 1907 *by* A. E. SCOUGAL, ESQ., M.A., *His Majesty's Senior Chief Inspector of Schools in Scotland, on the* SCHOOLS *in the* SOUTHERN DIVISION OF SCOTLAND.

January 1908.

MY LORDS,

I have the honour to present to Your Lordships my fourth Annual Report on the Schools in the Southern Division of Scotland.

Staff Changes.

Retirement of H.M.I. Mr. Barrie.

Since the date of my last Annual Report the following changes have taken place in the Inspection Staff of the Division. On 25th March, 1907, H.M. Inspector Mr. Barrie gave up the charge of District No. 2 and retired from the service under the age limit. Mr. Barrie had held office as one of H.M. Inspectors of Schools for thirty-six years. For a short period after his appointment he assisted the late Dr. Charles E. Wilson in the inspection of schools connected with the Free Church of Scotland. After the passing of the Education (Scotland) Act of 1872 he was advanced to the charge of the Dumfries district, which he held for nearly twenty-seven years. In 1899 he was transferred to the charge of the Haddington district, which he held till his retirement. During this long period Mr. Barrie had proved himself an able and efficient officer—sound in judgment, loyal to the Department, fair and considerate in his treatment of managers and teachers. H.M. Inspector Mr. Clark was transferred from the Perthshire district to succeed Mr. Barrie. Until Mr. Clark took up his duties on 17th September, the work of the Haddington district was overtaken by the staff of the Edinburgh district. The vacancy in Perthshire was filled by the transference from the Stirling district of H.M. Inspector Mr. Millar, whose place at Stirling was taken by H.M. Inspector Mr. Fraser, who had been on the general staff of the Division. Mr. Fraser was succeeded by H.M. Inspector Dr. Walter Stewart, who had previously been associated with H.M. Inspector Dr. Macnair in the Science and Art work of the Division; and Mr. James G. Frewin was appointed a Junior Inspector to fill the place vacated by Dr. Stewart. Mr. John Wilson, Sub-Inspector of the Second Class in the Stirling district, was promoted to be a Sub-Inspector of the First Class, and transferred to the Renfrew-Argyll district, to take the place of Mr. Binnie, I.S.O., retired; and Mr. Bell, Sub-Inspector, was moved from the Border district to Stirling. The vacancy in the ranks of the Sub-Inspectors of the Second Class has been filled by the appointment of Mr. Donald J. Macleod, who has been temporarily posted to the Edinburgh district; and assistance is in the meantime being given to H.M. Inspector Mr. Fleming in the Border district by the Edinburgh staff.

The retirement of Mr. Barrie deprives me of his report; but, as far as school work is concerned, the report furnished by H.M. Inspector Mr. Jamieson covers the work seen by him and his junior colleagues in the Haddington district as well as in the Edinburgh district.

SCHOOL SUPPLY AND ACCOMMODATION.

In my General Report for last year I enumerated the chief causes which now necessitate an increase or modification of school accommodation. The remarks which I then made are still applicable. Under pressure of the same causes, Managers throughout the Division have shown considerable activity in the enlargement or alteration of buildings and in the erection of new buildings.

Edinburgh District. *Mr. Jamieson.*

In the Edinburgh district Mr. Jamieson mentions as the chief improvements in school supply: (1) The opening by the School Board of Edinburgh of the Gilmore Place Public School, which is a very large and handsome building; (2) the institution by the same Board of the Special School for Defective Children at Willowbrae; (3) the reconstruction of Bathgate Academy, which was partially destroyed by fire; (4) the completion by the School Board of Bo'ness and Carriden of the large new school at Grange. The last-mentioned school will do much to solve the difficulties of accommodation and organization with which the Board has long had to contend. Mr. Jamieson also refers to the agreement reached between the School Boards of Edinburgh and of Leith (B.) regarding the education of the children who live near the boundary line between the city and the burgh. This agreement will clear up the difficulty at Granton Public School, which has for some time been acute. As the result of the opening of Gilmore Place Public School, West Fountainbridge Public School, the buildings of which had long been unsatisfactory, has now been closed.

The Roman Catholic Managers of Edinburgh and its vicinity have recently instituted a Higher Grade School and Junior Student Centre, known as the Holy Cross Academy. This new school, which is situated just within the burgh of Leith, is intended to meet the wants of Roman Catholic Higher Grade scholars and Junior Students not only in Edinburgh and Leith but also in the country round. Arrangements have been made for boarding a certain number of pupils. The opening of this school has involved the closing of Edinburgh, Albany Street, St. Mary's Roman Catholic Higher Grade and Elementary School. The latter school, though interesting and well conducted, had long been defective in respect of buildings. In District No. 2 the most important building improvement completed before the end of the session was the enlargement of Musselburgh Grammar (Higher Grade Public) School.

Fifeshire District. *Mr. Smith.*

In the Fifeshire district H.M. Inspector Mr. Smith points out that every class of the population is represented except the shepherd and the crofter, and he proceeds to explain the complexity and variety of the problems presented in a study of the necessary school supply. Over the mining belt of Fifeshire the population is increasing rapidly; over the eastern half of that belt in particular it is increasing with great rapidity, and the Boards concerned have difficulty in keeping pace with it. The Wemyss Board, especially, has to cope with an enormous task, and is doing so vigorously. In the manufacturing towns—in Dunfermline, that is, and Kirkcaldy (with Dysart) — progress, though steady, is less rapid. "In Dunfermline," Mr. Smith continues, "the supply is for the moment adequate to the demand; and I may so far digress as to say that in respect, not only of school provision, but of equipment, staff, and general efficiency, the burgh of Dunfermline need fear comparison with no town in Scotland." In Kirkcaldy a large new school has been built this year and a similar school is building at Dysart. In the fishing towns, on the other hand, the population is stationary, while from the purely rural districts it is slowly ebbing away. In these parts, therefore, there has been no need to press for accommodation, except where a building has had to be condemned; but in the improving or equipment and the readjustment of buildings Mr. Smith says that there has been a good deal to do, and that there remains not a little to be done. In the fishing communities the problem is complicated by the unstable condition of the staple industry, which a turn of the trade may send elsewhere. Mr. Smith concludes this section of his report with a list of five new schools built, building, or to be built; of seventeen existing schools to which additions have been made, are making, or are to be made; and of fifteen schools on which improvements have been made, without, however, increasing the accommodation; and he says that minor alterations have been too numerous to mention.

Border District *Mr. Fleming.*

After a reference to the settlement of the school building difficulties at Hawick and Jedburgh, and to the new building at Eyemouth in which cookery and laundry are taught, H.M. Inspector Mr. Fleming (Border District) points out that, as the population of his district is stationary or decreasing, the supply of school places may, in general, be regarded as sufficient, but that there is need for considerable expenditure on equipment and on the improvement of buildings. Reconstructions or additions will need to be made not infrequently on account of the changed conditions of the staff. He also urges that the outlay necessary to an adequate development of practical work should be courageously faced. In his district there are many schools in which the fittings, such as desks, need to be renewed; and he considers that, with regard to heating and ventilation, few of his schools entirely satisfy the requirements on which the Department now insists in the case of new schools. Mr. Fleming is of opinion, however, that recently a great improvement is taking place in matters of sanitation and hygiene, and he describes in detail the methods employed to awaken the interest of managers and teachers in these questions, giving special prominence to the enlightened regulations drawn up by the School Board of Cavers for the guidance of the cleaners of the Board's schoolrooms and offices.

Perthshire District. *Mr. Clark.*

H.M. Inspector Mr. Clark (Perthshire district) reports that, by reconstruction and enlargement, Aldgirnaig General Assembly School has been made practically a new school; that a small new school has been erected at Achnafree; and that additions have been made, or are being made, to the schools of Pitcairngreen, Kinclaven, Kinfauns, Muthill, Perth (Southern District), Perth (Western District), and Stormontfield. With a view to providing suitable accommodation for a Higher Grade School the managers of Dunkeld Royal Public School have carried out structural alterations on the buildings. Plans have been submitted for a new central school at Kenmore, and for the enlargement of Comrie and Strathfillan Public Schools. It is understood that, as the result of a plebiscite, the School Board of Comrie now propose to erect a new school. The Perth School Board are preparing plans for a new school in the Northern District. The question of accommodation at Craigend Public School, of which mention was made in Mr. Clark's last report, has not yet been settled by the Perth (Landward) School Board. The question is complicated by the fact that a large proportion of the children in attendance come from Forgandenny parish; but the two Boards should be able to arrive at an agreement on the lines indicated at their joint conference with Mr. Clark in August last.

Stirling District. *Mr. Millar.*

H.M. Inspector Mr. Millar remarks that in the Stirling district the problem of keeping the supply of school places abreast of the increase of population does not present any peculiar difficulty. The population increases, but not rapidly; and though there has been considerable activity in providing new premises during the year, the new buildings have in a good many cases been due solely to a rise in the standard of consideration for the health and comfort of the pupils. In the mining part of the district, however, there have been one or two examples of large additions necessitated by a sudden increase of population. A handsome new school, with a central hall and light, airy rooms, has been erected at Kinross, while the old buildings remain available for practical instruction in connexion with the Supplementary Course. Camelon School, under the Falkirk School Board, having been partially destroyed by fire, has been rebuilt, with a light and spacious central hall. At Banton (Kilsyth Landward School Board) the existing premises have been completely reconstructed. The same thing has happened at Aberfoyle Public School, where the accommodation is now ample and of excellent quality. At Kilsyth Academy a large addition has been built for the needs of the new Higher Grade Department. The St. Ninian's School Board have had to cope with a considerable increase of population, and "have shown their usual energy and foresight." A handsome new school, with a central hall, has taken the place of the old building at Cambusbarron. The single room of which Fallin School consisted now forms part of a well-designed school accommodating 300 pupils. The junior department of Bannockburn Public School has been very successfully enlarged and reconstructed; and the Roman Catholic School in the same parish has been largely extended and greatly improved. A considerable addition has also been made to the Roman Catholic School at Stirling. A small addition and some internal and external improvements have been made at Avonbridge Public School. Trossachs Public School has been enlarged and greatly improved. A new school is in progress at Airth, and extensive additions and improvements have been carried out at St. Ninian's Public School, Stirling.

The foregoing summary, compiled from the reports of H.M. Inspectors in charge of districts, is evidence that, in providing the material conditions which successful teaching demands, school managers throughout the Division have not been inactive.

FEEDING AND MEDICAL INSPECTION OF SCHOOL CHILDREN.

School meals.

Reference is made by some of my colleagues in the Division to the arrangements in operation in some localities for supplying soup or cocoa to the scholars in the middle of the day. In all cases where such an arrangement exists H.M. Inspectors find that the effects are good; and in most cases the scholars make a small payment for what they receive. But such attention to the physical needs of the children is not at all general. At present provision of this kind must depend entirely on private initiative, and, where such meals are supplied, the success of the arrangements seems to be mainly due to the solicitude of the teacher.

Medical inspection of schools.

Except in Edinburgh and Fifeshire medical inspection has hardly been attempted. Last spring the School Board of Edinburgh took an important step in appointing as their Medical Officer Dr. John H. Meikle, who is to give his whole time to the medical supervision of their schools. Similar appointments had previously been made by the Merchant Company of Edinburgh for the Secondary Schools under the Company's management; and since the institution of the College for Physical Training at Dunfermline the medical inspection of children attending schools under the Dunfermline Board has been carried out by the medical officers attached to the college. H.M. Inspector Mr. Smith has devoted considerable attention to this subject, and I shall quote this section of his report *in extenso*:—

In Fifeshire *Mr. Smith.*

"I have addressed enquiries to all my correspondents to ascertain what arrangements are being made for the feeding and medical inspection of the children. The answers are disappointing. The question of feeding the

School meals.

children is in this county mainly a question for the rural schools. In the numerous burghs and villages which dot 'the populous shores of Fife' the children as a rule are able to get home for their mid-day meal; and, as a rule, it is there for them. There are really no slum schools in Fife; there are doubtless many poor people; but of real penury, of grinding poverty, so far as I have seen, there is little. 'Our children,' writes one of my reverend managers, 'are all well fed and well clad.' Long may they so continue. But there are many country schools from which the children cannot get home at mid-day, and where much good may be done by supplying a warm meal at school, at least during the winter months. At present Boards cannot charge such items to the school account; but there are obvious facilities which, even at present, Boards may legitimately offer; and the members might do something in their private capacity to initiate such movements. Once started, and aided by some contributions in kind, they are self-supporting. At Forgan, for example, where the children bring their own bread and are charged ½d. per head for soup, there is an annual surplus of some 30s. But it must be said that this satisfactory result would not be achieved if it were not for the generous aid given by the teachers. And, generally, one finds that, whoever may have started the soup-kitchen, its success in the long run depends above all on the generous aid of the teachers. This aid, I am sure, is ungrudgingly given. But the number of places at which soup-kitchens have been started is disappointingly small. They exist at Auchterderran, Cardenden, Burntisland, Halbeath, Ferry-Port-on-Craig, Forgan, Kirkton of Largo, Leslie, Gateside, and (Dunfermline) St. Margaret's Roman Catholic School. At Flisk, too, they supply cocoa, tea, or coffee; and the clerk tells me that since this arrangement was made, colds and minor ailments have greatly decreased during the winter months. All credit to these schools. But what a miserable total—eleven schools out of 146. The main reason why there are so few is indicated with some *naïveté* by a reverend correspondent:—'On the subject of feeding and medical inspection of the school children, the Board'—I tell not its name—'have taken no action beyond being unanimously opposed to the cost of the former being placed upon the rates.'

Medical inspection.

"Medical inspection is in a still more backward state. Thanks to the Carnegie Trust, the Burgh of Dunfermline enjoys probably the most thorough system of medical inspection to be found in Scotland. It is carried out by two doctors—one of them a lady—in a manner far too scientific and minute for me to attempt to describe here. Elaborate measurements and other statistics are taken and recorded. It is to be noted that the system is voluntary; but the tact and skill with which it is administered have in almost all cases secured the free consent and co-operation of the parents. Townhill Public School, though under the Landward Board, participates in the Burgh system. Satisfactory arrangements have also been made at Kirkcaldy. The inspector's duties there do not appear to extend to measurements and statistics. Three of the Dysart Board's schools are in Kirkcaldy Burgh, and are inspected accordingly; at my suggestion the Dysart Board has arranged for similar inspection of their remaining school; but as they have allowed only two guineas for the work, their conception of the duties involved would not seem to be very exigent. Beyond these there are no arrangements made anywhere for medical inspection except in the Parish of Ceres. There the Chairman of the School Board is also medical officer, and visits the schools periodically. By next year some of the larger Boards will, I hope, have been induced to follow the example set by Dunfermline."

In the Border District: *Mr. Fleming.* School meals.

On the same subjects H.M. Inspector Mr. Fleming reports:—

"In a very few cases in the county arrangements are made to supply a cup of hot cocoa for the children in winter and for this the children make a small payment. To the teacher is due all the credit for initiating and carrying out this arrangement. Of the benefits of this it is difficult to say too much.

Medical inspection.

"As far as I am aware no medical inspection of school children is made in this district: no records or measurements are made of their growth or development, nor is there any dental inspection.

Precautions against infection.

"Precautions taken against the spread of infection are not yet in all cases adequate. A good many schools suffered this year from epidemics. The school authorities are perhaps not to blame in this matter, for parents appear to be very careless: but this laxity argues a lack of knowledge about such matters, for which state of ignorance the educational authority must be to a certain extent responsible. In one case mumps were carried from one school, which had been closed for this reason, to another by children who had flitted at the May term. It certainly seems not right that such a thing should occur, and it appears reasonable to demand that a certificate of freedom from infection should be presented by children on entering a new school.

"With regard to the whole question of hygiene, I regret to say that there appears to be general diffidence about it."

ATTENDANCE AND EXEMPTIONS.

Dangers in connexion with aiming at "perfect" attendance.

All my colleagues discuss this subject in their Reports, and it is clear that they have very carefully studied the facts of a somewhat perplexing question. Perhaps the healthiest policy would be to aim at securing a fairly high percentage in all schools rather than to seek after "records" of perfect attendance, the attainment of which may depend largely on accident. I have considerable sympathy with Mr. Jamieson's view that in cases where the attendance steadily reaches 90 per cent. it would probably be unwise to press for greater regularity. Insistence on perfect attendance may lead to various evils, and observation does not suggest that the children who are never absent are always the best scholars. As this is a matter in which districts differ greatly, I shall quote my colleagues' remarks without attempting to summarize.

H.M. Inspector Mr. Jamieson gives in his Report the following notes with regard to School Attendance in the Edinburgh District:—

Attendance in the Edinburgh District: *Mr. Jamieson.*

"On the whole, the state of matters in regard to school attendance in the Edinburgh District is fairly satisfactory. In the city more than 15 per cent. of absenteeism is the exception. In the country the state of matters varies with the locality. In the mining districts it is often exceedingly bad, but even there one finds notable exceptions, as in the case of Broxburn Public School, where a very high average is regularly attained.

Infant classes.

"It is perhaps natural that among the Infant Classes attendance should be reduced during the winter. Our climate is too often productive of days when it would be inhuman to send a child of five to a school two miles distant.

Pupils over ten.

"On the other hand, it is generally quite inexcusable that pupils over ten should be constantly irregular, and in most cases these are the worst offenders. The excuses given are usually trivial, and, as a rule, the blame rests with the parents, who keep the children at home to run on errands or assist in household affairs. One could mention schools in which 90 per cent. of the pupils in particular classes absent themselves on, at least, one day per week.

"Apart from compulsion, several methods might serve to mitigate the evil, as, for instance:—

Methods to secure improvement.

"1. The enforcement of good attendance during the early years of school life, with a view to the formation of a habit in pupil and in parent.

"2. The establishment of a school-interest in parents, by means of occasional informal meetings between teachers and parents, preferably in school while the pupils were engaged in some suitable occupation.

"3. Co-operation between the Board and the Medical Officer. At present a busy country practitioner has little time to issue certificates in all cases where temporary absence is necessary. It might be practicable, however, for the headmaster to call on the doctor, at short intervals and learn from him what children—usually they would be few—had genuine reason to be absent through illness. Apart from illness, valid excuses are very few. Be the actual method of co-operation what it may, the sympathy of the Medical Officer should be secured.

Compulsory officers. In rural districts;

"Both in town and country much hard work is done by compulsory officers, but in the country the range of action for individual officers is often too wide. Cases occur where the most an officer can do is to visit each school neighbourhood once a fortnight. Such a visit may suffice where attendance is normally good, but where the opposite is the case it might be good policy for the Board to arrange for daily visitation in the affected locality for an extended period. Increased grants would probably more than make good the increased expense.

in the city.

"In the city, too, the work of the officers would be much more effective if they were attached to *schools* instead of to geographical areas. It is frequently the case that a headmaster gains information regarding absent pupils at second, third, or fourth hand. Much time would be saved, and much clerical work avoided, were each officer attached to a very small group of schools, and required to report daily, morning and afternoon, to the headmasters of these schools. At present a week usually elapses between the receipt by the officer of instructions to visit and the intimation to the headmaster of the reason for absence. It is the opinion of the headmasters of large schools that at present each officer has more schools to deal with than he can properly overtake.

Exemptions.

"In most cases, Boards have been judicious in the granting of exemption. One or two in Linlithgowshire have erred conspicuously in this respect, granting exemption to one-fifth of the pupils eligible. It may be that parents prevail on the Board by means of tales more pathetic than true: the state of the wage-earner in mining districts is not at present unprosperous. Here, also, the sympathy and assistance of the Medical Officer are invaluable.

H.M. Inspector Mr. Smith reports :—

Attendance in Fife: *Mr. Smith.*

"Taken all over, *Attendance* in Fife is pretty good, but not quite good enough. The latest available statistics show that the percentage for the county is almost exactly equal to the general percentage for Scotland. Since I wrote this the statistics for 1906 have come to hand and show Fife fractionally lower than the average for Scotland, thus: Fife, 87·2; Scotland, 88·07. But a county so thickly peopled, with so many towns and villages, should not rest content with being no worse than the general average for Scotland. To condescend upon details, of my 146 schools :—

1 has made less than 75 per cent.
6 have made between 75 per cent. and 80 per cent.
30 ,, ,, 80 ,, ,, 85 ,,
73 ,, ,, 85 ,, ,, 90 ,,
35 ,, ,, 90 ,, ,, 95 ,,
and 1 has made over 95 per cent.

"The wooden spoon (71·8 per cent.) falls to Brighton Public School—a dejected little school a mile from Cupar. The first place is taken (with 95·5 per cent.) by Dairsie Public School—some two miles on the other side of Cupar. Next to Brighton's bad eminence come Balmullo, Collessie, Kinglassie, Kinghorn Infants, Dunino, and Leuchars. In some of these cases, *e.g.*, Leuchars, epidemics account for the lowness of the figure. It will thus be seen that, in round numbers, half the schools are satisfactory, a quarter are below the average and a quarter are above it. But when one seeks for the causes of these divergences, the search is baffling. Why, for example, should the attendance in the Burgh of Dunfermline be 5 per cent. better than the attendance in the Burgh of Kirkcaldy? Here is a more extreme instance:—Dairsie and Balmullo are two country villages, little more than

Curious divergences.

two miles apart and with little apparent difference in their social and economic conditions except this, that many of the Balmullo villagers are devoted to small-fruit culture. The percentage of attendance in Dairsie was 95·5: in Balmullo it was 75·4. If the difference is due to small-fruit culture, it is a dear price to pay for early strawberries. But, generally, such divergences in conditions apparently identical can only be explained in a way that is not creditable to the zeal of the teachers, the Boards, or the compulsory officers concerned. On this question of attendance some other points occur which are worth remark.

Migratory populations.

"Over part of the mining belt, and still more in the rural parishes, the population is extremely migratory. This, indeed, is the curse of the country school, and countervails most of its undoubted advantages. The ploughmen do not move very far, but they are always moving. In a country school it is no uncommon thing to find that one-third of the pupils are new every Martinmas. The results are deplorable. A boy who is thus knocked about from school to school loses in the aggregate well-nigh two years of school life; for besides the inevitable waste of time involved in transference, he is apt to snatch an unlicensed holiday both before and after the 'flitting.' The time from Martinmas to Christmas is thus largely frittered away. To this is mainly due the high proportion of over-age children whom we find in some of the mining and the rural schools. I speak not of other, and perhaps graver, consequences that this nomadic habit brings in its train.

Potato-lifting.

"Another problem which confronts the rural Boards is the demand for child-labour at the potato-lifting season. The common solution is to divide the vacation, taking part in summer and part in the late autumn. But this plan has drawbacks. The younger children are not wanted in the fields, and the season is too late for holidaying. Accordingly, this plan is being gradually abandoned and the Boards are adopting instead the policy of granting exemption for potato-lifting to pupils over twelve who apply for it. No doubt there are drawbacks to this plan also, inasmuch as some of the teachers are left nearly empty-handed. But on the whole it is the more excellent way. It reduces the annual percentage, but that is largely an objection on paper; as against which it gives the Boards a useful lever for forcing up the attendance at other seasons of the year by refusing to grant exemption unless a certain percentage has been reached.

Education Act of 1901.

"Finally, the Act of 1901 has had one consequence which its authors can scarcely have anticipated. With the raising of the compulsory age to fourteen, parents of a certain class have lost that interest in regular attendance which the prospect of a labour certificate inspired. Consequently one hears complaints that the attendance is worst among the oldest pupils. In particular the older girls are often kept at home on Fridays, for the whole day or for half the day, to help in house-work.

Exemptions.

"*Exemptions* are not, I am informed, so rife in this district as they used to be, but they are still granted too lavishly. Here, as in the case of attendance, inexplicable anomalies are found. Why, for example, should the School Board of Kirkcaldy grant 44 exemptions and the Dysart School Board 49, when the Dunfermline Burgh School Board finds it sufficient to grant 14? Why 18 exemptions at Leven; only 4 at Buckhaven? Why from the small school of Kettle, with 211 on its roll, are there 11 exemptions, while at the neighbouring and larger Ladybank Public School there are none? Apparently, different Boards interpret this duty with very different degrees of stringency. It is in the mining districts, of course, that the demand is largest, and is most lavishly conceded. The reasons are obvious. Boys of thirteen can at once earn a considerable wage in the pits, especially where they assist their fathers in 'oncost' work. Moreover the miners, making good wages, marry young and rear large families, so that by the time the eldest boy is thirteen he often has five or six younger brothers or sisters. So the claims for exemption are very numerous and the Boards find them hard to resist. In Lochgelly Public School, with a roll of 1,572, no fewer than 53 exemptions were conceded last year. By way of comment I will simply set against these figures the figures for Glasgow, where in the year 1905 the School Board over the whole of that immense district granted only 98 conditional and 179 complete exemptions. Exemptions in Fife are generally made conditional on attendance at Continuation Classes; but the attendance of exempts is not good; they habitually drop off the moment they reach fourteen; and last year the Lochgelly Board was weak enough to exempt girls on condition of attendance at Needlework only, because they refused to go to Division I."

H.M. Inspector Mr. Millar reports :—

Attendance in Stirlingshire, &c.: *Mr. Millar.*

Average very satisfactory.

"In speaking of the question of regularity of attendance some years ago I said I thought a general average of 90 per cent. was about the best that could be hoped for under existing conditions. It is gratifying to observe from the attendance returns for 1906 that for that year the county of Clackmannan had a percentage of 92·24, the county of Stirling a percentage of 90·59, and the county of Kinross a percentage of 89·73; for the small portion of Perthshire which is included in the inspection district, the percentage is probably somewhat lower; but, taking into account the distribution of population between the different parts of the district, the percentage for the whole district is probably very slightly higher than that for Stirlingshire —probably 90·7 per cent. This satisfactory result is due first and foremost to the exertions of the teachers, who have taken up the task of encouraging regularity of attendance as a part of their daily duties. Their enthusiasm has, of course, reacted upon the Managers, and, though it may at first sight seem hard that teachers should have to add this to their already multifarious duties, it is eminently a case in which virtue brings its own reward, for increased regularity of attendance makes the whole work of the school not only better, but easier. In the session 1906–07, four schools had a percentage of 95 or over. The friendly emulation between the two neighbouring schools of Bonnybridge and Dennyloanhead led to the establishment of two remarkable records, 97·7 per cent. in the case of Dennyloanhead and 96·2 per cent. in the case of Bonnybridge; the other two schools were small country schools, Gleneagles with 96 per cent. and St. Ninian's Muirland with 95 per cent. Sixty schools in all made 90 per cent. or over."

H.M. Inspector Mr. Clark reports :—

Attendance in Perthshire: *Mr. Clark.*

"The following statistics indicate the nature of the attendance in the district :—

26 schools had a percentage of average attendance of 90 or over ;
62 „ „ „ „ between 85 and 90;
34 „ „ „ „ „ 80 „ 85;
8 „ „ „ „ „ 75 „ 80;
5 „ „ „ „ „ 70 „ 75.

Owing to the severity of the weather in the early months of the year, and rather more than usual epidemic sickness, the general average for the district is slightly lower than last year. The attendance in Perth city shows improvement—the percentage over all the schools being 87·1, but it should be better. In the six largest towns outside Perth city the average percentage is 86 per cent. The attendance at Blairgowrie Public School, Pitlochry Public School, Alyth Episcopal Church School, and Crieff St. Columba's Episcopal School should be higher. The worst offenders are certain rural schools in purely agricultural districts. A complete indifference to regularity of attendance on the part of both parents and managers appears to prevail in some quarters, and is particularly noticeable at the period of the year between the summer vacation and the potato holidays. The low attendance for weeks at that time reduces the percentage of average attendance for the year considerably."

Places where improvement is needed.

Withdrawals without exemption.

"The withdrawal of the children without exemption certificate for purposes of employment, farm labour, 'beating,' etc.—has still to be complained of. In some cases the difficulty might be overcome by a change in the date of holidays.

Exemptions.

"In the matter of exemptions one or two Boards have been too liberal this year, but the Boards generally take care to limit the exemptions to the most necessitous cases."

H.M. Inspector Mr. Fleming reports :—

Attendance in the Border District : *Mr. Fleming.*

Improvement, on the whole.

"Attendance may be considered fairly satisfactory. The average of the whole district works out this year at 86·8 per cent. as against 87·3 per cent. last year, and 86·7 per cent. the year before. Bad storms in the winter, and the prevalence of sickness in some parts, account for this slight falling off. This year forty-two schools show a percentage of 90 or over, as against forty-eight last year, but what is perhaps more satisfactory eight only have failed to reach 80 per cent. as against eleven last year. Of individual schools, Yarrowford Public School has made the wonderful record of having 98·5 per cent. of children in attendance throughout the year. Two schools made over 96 per cent., two over 95 per cent., one over 94 per cent., and six over 93 per cent. These figures are highly creditable. But I think it is reasonable to ask Managers not to rest satisfied until a 90 per cent. average is reached in normal years, and only under very exceptional circumstances should a percentage of less than 90 be shown.

Comparison with Stockholm.

"As I write I have before me the official Report of the schools in Stockholm for this year, and from this it is seen that the average of absentees was 6·07 only, which gives practically a percentage of attendance of 94. Of this 6·07, as much as 4·07 was due to sickness, ·01 only being given as the figure of those absent without reason, while actually 5,490 children out of a total of 24,549 were never absent—a percentage of more than 22. I am afraid it will be some time before we can show such figures as these."

Exemptions.

"Though exemptions in this district are not numerous, they are numerous enough to give rise to the suspicion that in some cases a little more stringency is needed. In country schools I find that of those who left school, 7 per cent. were exempted as against 6 per cent. last year ; but in truly rural districts very few were exempted. In Hawick, 13 per cent. as against 15 per cent. last year ; in Galashiels, 12·5 per cent. as against 10 per cent. ; and in Selkirk, 27 per cent. as against 30 per cent."

ORGANIZATION AND CLASSIFICATION.

Reference to preceding Reports.

In my General Reports for last year and for the preceding year I devoted considerable space to a discussion of the importance of judicious classification and systematic promotion. My colleagues have given much attention to the subject and continue to urge its importance. From their remarks it is clear that, while much progress has been made, much yet remains to be done. There seems to be unanimity of opinion that time is often lost in the Junior Division of the school. But as the remarks made by H.M. Inspectors amount mainly to a corroboration of what I said in the two previous Reports, it does not seem to be necessary for me to repeat my arguments, or to quote remarks which support those arguments. If there are still indications next year of imperfect classification, I shall then return to the subject.

ORDINARY SCHOOL SUBJECTS.

General improvement in certain points.

From all the districts of the Division improvement is reported : (*a*) in the range of reading and in the methods employed in teaching infants to read ; (*b*) in the instruction given in English Composition ; (*c*) in the means adopted to give children clear and useful ideas on arithmetic. H.M. Inspectors have devoted very special attention to these matters during the past four years, and their efforts have been aided by the Memoranda on the teaching of elementary subjects issued by Your Lordships. In some districts during the past two years an attempt has been made to render the teaching of Geography and History more intelligent and effective, and the indications are that a more thoughtful treatment of the subjects is becoming much more general. The comments made by my colleagues on ordinary school work are so suggestive and so well put that I shall quote from their Reports somewhat extensively. Owing to the other demands of official work on my time during the past session, I have had very little opportunity of seeing the work of the Primary Schools for myself or of making joint visits of inspection along with my colleagues who are in charge of the several districts of the Division. It seems best, therefore, that I should let each of these colleagues speak for himself in regard to the general condition and the special features of the school work in his own district. While adopting this year this plan, I desire it to be understood that, except where there is express indication to the contrary, I am in entire agreement with the comments, criticisms, and suggestions made by the colleagues whom I quote.

Mr. Smith. H.M. Inspector Mr. Smith reports :—

"Nowhere, in an experience now growing fairly extensive, have I met with better material than the Fife teachers find ready to their hands; nor, I must add, with greater keenness than those teachers as a body display. Whatever industry can do is, as a rule, done. Oral work in all subjects, but particularly in English, is decidedly above the average. Written work is not so good; the slate still holds its ground in many schools, and, apart from penmanship, the art of correcting errors and the use of models for teaching Composition are imperfectly understood. In Arithmetic, modern methods are being rapidly diffused. Nature Study flourishes; so in a way does Drawing, for which almost all the teachers have now qualified, thanks to an excellent County Committee. (There are only three schools in Fife that do not claim the Drawing grant.) But the work is still too largely from the flat. In History and Geography we wait for official Memoranda to move the waters. In Physical Exercises the official syllabus now holds sway everywhere, and time tables have been adjusted accordingly. Most of the teachers have had a course or courses under Article 55 of the Regulations. Dunfermline has a great advantage here, with the College to draw on; but Kirkcaldy has also engaged a visiting expert; and the County Committee is now following in physical culture the policy which I have described as adopted by it for disseminating a knowledge of cookery—*i.e.*, it engages experts and lends them out to Boards. Singing is a strong subject in Fife, but there is a tendency to weed out the "timmer" voices far too drastically and turn the class into a select choir. We have felt bound to insist that Music is a school subject like Reading, and that the teacher's duty is to give every child as much as he can take in. There are some who are physically incapable of profiting by the music lesson, tone-deaf children, just as there are colour-blind children or cripple children who could not be taught to paint or to dance. But the number of children who are really tone-deaf is probably not more than 1 or 2 per cent."

Mr. Millar. H.M. Inspector Mr. Millar reports :—

"In the various subjects of instruction I have to report that progress continues to be made on the lines described in previous reports and indicated in the Memoranda issued by the Department. It is not always easy to note much change from year to year, but, looking back over the four years that have elapsed since the introduction of Supplementary Courses, one cannot fail to be struck by the general improvement that has taken place in the method and in the spirit of the work. It is difficult to speak accurately in general terms about the work of a district, which is not a homogeneous entity, but a collection of units, each taking its colour from an individual headmaster or headmistress. Thus, though one may speak of a general movement forward, it is not to be supposed that anything like a uniform rate of progress is implied. On the contrary, the difference of the rate of progress in different schools is one of the things that strike one most forcibly. The restrictions imposed by the old system of individual examination and payment by results tended to a certain degree of uniformity; great differences no doubt there were, but, I should think, much less than the differences between the best and the worst schools of to-day. There are some improvements it is true which have been almost universal; few schools have been unaffected by the general improvement in staffing and equipment—partitioning of classrooms and the like; few perhaps have been entirely unaffected by some of the improvements in method—the greater range and better quality of reading matter, the use of paper instead of slates for the written work, better methods of teaching Drawing, better methods of teaching the initial stages of Reading; but when all is said there remains a residuum of schools which relatively at least have made but little progress. The introduction of Supplementary Courses has been one of the most potent factors in raising the general level of the work, not in the Supplementary Class alone but throughout the school, but there are many schools which have not yet developed a Supplementary Class, and to which neither the spirit nor the letter of Circular 374 has yet penetrated, except in such reflected gleams as may be derived from an Inspector's too infrequent visits."

H.M. Inspector Mr. Clark reports :— *Mr. Clark.*

Reading.

"Steady improvement is being made in the methods of work in English, and the instruction is gaining in intelligence and breadth. The *Phonic method* of teaching children how to read is to be found in a few more schools this year. As this method becomes more general, ease in reading at sight will be a more common feature of the subject throughout the district, and the difficulty of securing a good course of literature in the Primary School from the Infants' Division onwards will gradually be lessened. In the meantime so much time has to be expended, through the adoption of obsolete methods, in getting the children to read with moderate accuracy and fluency, that the side of English instruction which can open up the child's mind and help to form his tastes and character receives but scant attention. Something is done, it is true, in the region of poetry, but even there, from haphazard selection of material and perfunctory repetition, the value of poetry as a formative instrument is frequently lost.

Oral Composition.

"Oral Composition is being treated in a more systematic way in many of the schools, with the result that in the lower classes as well as the higher greater readiness and accuracy in the use of spoken English are discernible. It is refreshing to get in country schools where one used to complain of the shyness of the children, fairy tales, stories from history, and the simple narrative of the reading lesson reproduced freely and frankly. In large schools the difficulty of oral training is increased by the size of the classes, as each child must be made to feel the responsibility of taking his or her own share in reproduction. Consequently one often finds in the case of large classes either a select few who can talk readily and tell fluently what they know of a story, or classes where the reproduction is a mere memory recital. In such cases the teachers have not realised the advantage of subdividing a large class into sections for practice in conversation and oral reproduction.

Written Composition.

"The standard of written Composition is much the same as last year. With the fulness that comes from wider reading, a gradual improvement may be looked for in the quality of the matter. As for the form, it is frequently loose and careless—a result which it is rather difficult to reconcile with effective teaching. To judge from the number of carefully corrected exercises much time and care are evidently devoted to the subject. But there does not appear to be sufficient stress laid on: (1) a careful elimination of errors in the ordinary speech of the children and in the class oral reproduction; (2) a systematic grouping of corrections at the various stages in the curriculum around grammatical principles, so that the children in the junior stages may unconsciously absorb the grammar and prepare for the more formal grammar lessons which should come in the senior classes; (3) the working out of models on the blackboard with a full discussion of the 'why.'

Arithmetic.

"Very good progress has been made in the methods of Arithmetic. The Infant and Junior Divisions are working for the most part on sound lines, and rapid improvement has been made in the Senior Division. The majority of teachers have given successful attention to the inculcation of a knowledge of the *rationale* of the various processes, and to the neat and orderly arrangement in logical sequence of the written work. Problems that used to be worked out solely by the 'rule of three' are now reasoned out by the application of 'first principles,' and much more importance is attached to short methods and oral work. Altogether Arithmetic is much more intelligently taught and understood, and has a more practical bearing.

Geography.

"In a few schools the instruction in Geography proceeds on excellent lines. In most of the schools it may be said that the pupils obtain a fairly detailed knowledge of the physical features of the world. But through lack of suitable illustrative material, that knowledge is presented and acquired in an uninteresting way, and frequently amounts to little more than unfamiliar names. The teaching requires to be directed more into the channel of *cause and effect* in climate, race characteristics and distribution, means of communication and interchange of productions; and the value of such exercises as map reading, map drawing from memory, and the filling up of outline maps as the study of a country or continent proceeds, has still to be realised.

Drawing.

"The majority of the schools were visited this year by Mr. Duckett, from whose Reports I gather that some progress has been made in the district in realising the aims and methods of Primary School Drawing."

Mr. Fleming.

H.M. Inspector Mr. Fleming, discussing the quality of the staff and the quality of the instruction under one head—the two things are indeed inseparable—writes of the state of matters in the Border District as follows:—

The head teacher and the assistant teachers.

"That many teachers, and many assistant teachers, are at once able and skilful goes without saying. All, I believe, are conscientious and hard working. But too many, particularly of assistant teachers, are but poorly equipped for their work. It is perhaps not necessary to show why, and there is now the prospect of better times. But the effects of the present system are depressing in the extreme. Again and again the hard work of a head teacher is of no avail to overcome the bad training given by an assistant. The influence of the head teacher, too, is somewhat limited. As a rule, he is simply the 'class-teacher' of the highest class. With his time taken up with class work, and with the many extra duties which fall to his lot, it is not possible that he can exercise satisfactory supervision over the work of the school; and he can hardly be held responsible for the work done, or the methods pursued in other classes. In small schools with a limited staff it is not reasonable to expect that the head master should be released from class work, but it is reasonable to expect that the head master should not be burdened with this work in many of the larger schools. At present it is rare in this district to find a head master who is not in charge of a class; and I have no hesitation in saying that in many schools he should be free. This is a reform very urgently needed, particularly when the calibre of so many of the assistant teachers is as low as it is. . . .

"The feeling that a teacher must have something to *show off* in his class at the day of examination is a time-honoured institution that still flourishes.

Consequently, there is the too constant revisal of work done; the re-reading of books stale at the first perusal; the never ending series of sums all of the same kind, until at last the consummation is reached, when the child has been turned into a second-rate Ready Reckoner.

"On the negative side there is the suppression of all activity, the dullness of the daily round, and the absence of all that partakes of the nature of play. What wonder is it then that the child is glad to escape from school as soon as possible, that Continuation Classes in rural places cannot be formed, that interest in education is practically nil?

Progress slow.

"While it is possible to say that in many cases reformed methods of instruction in school subjects have been adopted with enthusiasm and success, on the whole progress has been very slow, and only too often things go on much in the same old way. . . .

English.

"In the subject of English a commencement is being made with the study of literature. More reading is done, and of a more varied kind. Standard Readers are, in my opinion, still too common, but in many cases a good selection of supplementary reading is gone through. In the infant room teaching to read on the Phonic system has been introduced in several schools with such success that the example is being followed by others. But the conspicuous fault is a lack on the part of the pupils of the power of oral expression. . . . Not enough effort is put forth to cultivate English speech. It is true a beginning has been made to get children to reproduce orally stories read or told to them. This is good enough in its way, but every lesson of the day affords opportunity for speech, and those opportunities are not used. . . . Too much insistence cannot be placed on the principle that children must speak freely, readily, and with precision; if they can do that, Composition will come naturally and easily.

Arithmetic

"In Arithmetic the old system and old methods have received a severe shaking. In the meantime the results in many cases are not as good as they will be. Text books on modern lines are generally used, but are often misused through being employed without due attention to the degree of advancement of the class. . . . Practical work is being introduced, rulers, weights and measures are beginning to be used; and doubtless before long, better results will be obtained.

Geography.

"In Geography, too, it can be said that a beginning has been made with the treatment of the subject on the new lines. The Ordnance Survey map has been introduced in several schools, and attention is being given to the physical side of this study. But in the great majority of cases the old order continues.

History.

"History is the least satisfactory subject. Of all subjects of the school curriculum no subject requires greater knowledge on the part of the teacher than History; yet, with some brilliant exceptions, the ordinary teacher's knowledge of History is but meagre. What knowledge he has is too often confined to a limited aspect of British History. Even thus, the average teacher is the slave of the text-book, and often seems to work but a page or two ahead of his class. For History teaching, the text-book should be of little moment. Some skeleton in the hands of the pupil is perhaps desirable, on to which the teacher can frame the body of the subject and make it live; and unless the teacher is so steeped in the subject as to be able to do that, and be independent of the text-book, the instruction he gives will not, as a rule, be of much account. There is constant clamour for a history text-book. The text-book needed is some standard work in the teachers' hands. . . . Of apparatus to teach History, such as reprints of pictures, there is scarcely any to be seen.

Nature Study.

"In not a few cases good work is done in Nature Study, and good methods are employed. In Selkirk Burgh School some excellent work is done, and the example set there has stimulated others to do the same. On the other hand, in too many cases the old manner of treating this subject is prevalent. One thing that tells against progress is the mistaken idea of many teachers as to what is the end or aim of this instruction. The real aim of this study is the search after knowledge, not necessarily the possession of it. When the teacher looks upon successful instruction in this subject as the possession of knowledge solely, he is indifferent as to how that knowledge has been gained. Now the search after knowledge is slow and tedious; so it is much quicker and more satisfactory, from this teacher's point of view, to impart the knowledge rather than let his pupils search for it. Consequently he prefers just to tell his pupils things—so that, when asked, they may return the right answer. Such a method of instruction is of little value. On the other hand, though progress may be slower, and less ground may be covered, it is of the highest value that the children should be trained in habits of observation, of acquiring knowledge, and of drawing inferences from the knowledge gained.

School Gardens.

"It is gratifying to report that school gardens are beginning to be started in several schools. Rightly conducted, a school garden may be of great educational value, and a source of much pleasure; and it is to be hoped that before long school gardens will be the rule rather than, as at present, the exception in rural schools.

Drawing.

"In Drawing improvement is shown both in method and in the subjects taken for representation. When good methods of Nature Study prevail, the correlation of these two subjects is satisfactory. Brush Drawing is frequently done, but there is little Clay Modelling, though it has been introduced in a few cases."

Mr. Robb, per *Mr. Jamieson.* Reading.

Mr. Robb, Sub-Inspector, contributes the following note on Reading to H.M. Inspector Mr. Jamieson's report:—

"During the past session there has been considerable improvement in the quality of Reading in the schools of the Edinburgh district. This improvement is noticeable:—

"(1) In more deliberate articulation and enunciation.

"(2) In more sensible and natural expression, based on more complete comprehension of the entire lesson. For this improvement the increased practice in oral composition is mainly responsible.

"(3) In the quality and quantity of the matter read at every stage. In almost every school the library is made an important adjunct to the Reading lessons. In many schools, supplementary readers are regularly used from the first, so that while one book is being studied with some care, another is being read at sight for pure enjoyment.

"There still remain one or two points in which improvement is very desirable. In Infant Classes word drill often too exclusively occupies the time of the children. They are too long in learning that a book has something to say to them. They frequently read words without any comprehension of the sense, even when the sense is quite interesting. This is in part due to the survival, in too many schools, of the practice of simultaneous Reading.

"As soon as the child is able to read a few words which convey a meaning, he ought to be led to perceive the sense—to express it orally or in drawing, to act it if possible—at any rate to recognise the all-important fact that the printed page and the spoken word and the picture and the action are closely linked.

"When a little child reads a sentence—not as a lesson, but for his own pleasure—he not infrequently, in the first instance, merely recognises and names the words; thereafter he reads it a second time with the intelligent phrasing which indicates complete comprehension. One still finds teachers who remain too long content with the lower process of the two, and by so doing retard the time when a child can find out for himself what a book has to say. Silent Reading might often be commenced at a much earlier stage than is customary.

School Libraries.

"Too often, in the establishment of school libraries, no provision is made for the little ones. But in one or two schools each class possesses its own select library."

To H.M. Inspector Mr. Jamieson's report, Mr. Crombie, Sub-Inspector, contributes the following remarks on Composition and Arithmetic :—

Mr. Crombie, per Mr. Jamieson.

Composition.

"Within recent years there has been a concentration of attention on the teaching of English in the Primary School, and more particularly on that aspect of it which is concerned with the cultivation of the power of oral and written expression. Within the past two or three years there has been a more definite and conscious effort on the part of all concerned to render the school environment as effective and stimulative as possible for the successful development of this faculty. Methods have been keenly discussed and put to the test of experience; and the means and material that appear most suitable for the various stages of the pupil's progress have been carefully sifted and weighed. The activity in this direction has received a powerful impetus from the issue of the Department's recent Memorandum on the Teaching of English. There are most encouraging evidences of improvement in the teaching of this subject in all parts of the school. Systematic, as distinct from incidental, practice in oral Composition is now almost universally provided for in the infant and junior divisions of the school. A teacher of a class is now very rarely embarrassed when asked to detail the means employed to cultivate the pupil's powers of oral expression. The Reading lesson is utilised as formerly, but more systematically, the children being accustomed to narrate incidents which occur in it, or to give the gist of passages selected from it. . Tales, legends, and historical incidents are widely employed. Narrations by the pupils are made a feature in the work of the higher infant classes; and many fresh and interesting devices are employed to foster this habit of speaking. The quality of the written attempts at expression by the younger classes in many schools is sometimes surprisingly good. Nature Knowledge lessons afford very suitable material for descriptive Composition exercises, and not a few teachers make a very effective use of such co-ordination of subjects.

"Many opportunities for practice in giving answers in a sequence of sentences occur at the recapitulatory stages of most lessons, but these are often neglected. In dealing with the pupils' narrations, opportunities occur for suggesting omitted details, better arrangement of matter, correction or improvement of form, etc. all of which could be obtained from the pupils themselves by skilful questioning; but these opportunities are too often not utilised to their full extent. The teacher should be ever on the outlook for variety and freshness of treatment so as to stimulate and preserve the interest of the pupils in this practice.

"It is probably too soon yet to expect considerable improvement in the written Composition exercises of the Senior Classes of the school. In a year or two, when pupils reach this stage after having passed through the whole systematised training from the Infant Division upwards, a distinct advance in the quality of this work may be confidently expected. Meanwhile, there is encouraging evidence that the leaven is spreading here also. Reproduction of a story, which for many years constituted the requirement of the Code in the case of the former fifth standard, is now, as a rule, very well done by pupils at a considerably earlier stage of their school course. The exercises done by the Qualifying Class also compare favourably with those done by pupils of the same age some years ago. There appears to be a growing power to use a more extensive vocabulary, ideas are more abundant, and free compositions seem to flow more easily. There may also be observed an increasing accuracy and completeness of expression, more particularly in descriptive exercises, and the use of the paragraph seems to be more widely practised.

Arithmetic.

"The experiences of the year point to very creditable progress in the teaching of Arithmetic. In most schools the earlier stages are very intelligently taught. Clearer conceptions prevail regarding the value of the 'concrete' in the initiatory steps. . . . The four elementary operations are generally taught concurrently.

"Through all the stages a skilful use of concrete examples forms the teacher's best weapon for awakening and building up knowledge of arithmetical processes in the mind of the pupil. But while this is so, there is another and not less important object to be gained. The pupil has also to be trained to become a ready and accurate calculator. There is a time very early in his training when he is able to visualise the numbers he has become familiar with in his handling of objects. Quite recently the members of an Infant Class towards the end of their first school year were tested individually with the object of discovering how many had reached this stage. The result showed that more than a half of the class had this visualising power and were able to do operations with numbers apart from the concrete examples. This section had reached a point in their arithmetical study when their powers of computation could be best quickened and strengthened by rapid practice with abstract numbers. The other section required continued concrete practice. The proper place and function of the concrete in these early stages require, therefore, to be carefully discriminated and noted by the teacher. Too slavish an adherence to the idea that every arithmetical operation done by young children must be through the concrete retards the acquisition of quickness in computation. In many Infant Departments where the two-fold aim of Arithmetic teaching is accurately gauged, the senior infants are adepts in rapid calculation with easy numbers in all the four elementary operations.

"Increasing attention is being paid to Mental Arithmetic, and there are encouraging evidences of progress in this respect.

"Knowledge of the conventional symbols of operation is now more common in the younger classes, and in many schools the pupils at all stages of advancement are being trained to set down on paper or blackboard the sequence of operations involved in the solution of problems. Here, however, there is room for improvement. Problems are still too often assigned to some particular 'rule' and worked to a definite pattern, important data in the given problem which do not fit the typical model being sometimes neglected with disastrous results.

"It is gratifying to note that the increased attention now given to the decimal notation is bearing good fruit in the more intelligent working of problems involving that system."

Mr. Michie: H.M. Inspector Mr. Michie reports on Spelling, Poetry, and Geography as follows :—

Spelling.

"An examination was conducted in a number of schools into the methods of instruction in Spelling and into the common types of mis-spellings. Good spelling, as one would expect, goes in the main with that power of attention which makes for success in all subjects, and it is consequently general in the good school or the good class.

"Occasionally the time devoted to the subject seems altogether excessive, and the methods of instruction are not such as to attain the desired end with the least expenditure of energy.

"In the Infant Classes where some phonic system of Reading is pursued, spelling and word-naming become one and the same process. The instruction is mainly oral, but after a time writing is employed, first in printed afterwards in script form. The number of irregular words in the reading book is at first limited. No difficulty is experienced in securing correct spelling of regular words. In the Junior division there is sometimes a breach in the continuity of the method of instruction and consequent educational loss. The pupil has now to adapt himself to a new method of Reading, and to attempt a reader in which many of the words are irregular, though short—for here brevity and ease are commonly, though mistakenly, interpreted as synonymous. If the pupils spell all words phonetically, it is not surprising; nor is it surprising if the teacher in the Junior Division condemns the methods of the Infant Room as conducing to bad spelling.

"The weakness lies not merely in the non-conformity of methods, but in the failure to recognise the increasing importance of the visual memory, especially in dealing with irregular words. In this connection it is interesting to note the common errors in schools where Reading is not phonic—apart from such slips as reduplications and omissions which are obviously due to lack of care. Many, if not most, of the errors are due to phonetic spelling. Where some local idiosyncracy of pronunciation prevails, or where slovenliness of pronunciation is permitted, these defects are frequently reproduced in mis-spellings. The number of cases in which an emphatically sounded letter, such as , disturbs the sequence of letters is surprising. Again, the phenomenon is by no means uncommon of a class which spells correctly orally, but in writing spells indifferently. This is almost always traceable to excessive use of oral methods of instruction. The practice of indiscriminately learning by rote lists of spellings which are repeated *viva voce* will produce the ability to spell orally, but apart from writing this is an idle accomplishment.

"The necessity of making the pupil thoroughly familiar with the meaning as well as with the form of new words by employing them for several successive days; the value of extensive reading, of word-building, of derivation, and of rules for spelling—are well understood, and call for no comment.

Poetry.

"Much criticism has of late been directed to the poetry committed to memory in school. A distinct advance has to be recorded both in the quality and in the quantity of the poems professed. The selection is now more judiciously made, and frequently each child has memorised one or more voluntary pieces in addition to those learned collectively by the class. The selection of these voluntary poems may be made the occasion for an excellent lesson in the rudiments of literary criticism. Each pupil may choose, either from volumes of poetry in the school library, or from the poems which the teacher reads, re-reads, and discusses with the class, such as have the strongest personal appeal. While some have to be rejected by the teacher, it is surprising to find the excellent taste displayed by well-trained senior pupils. That the pupils evince an added interest in learning poems of their own selection, is only to be expected; but when one finds those who are far from content with the bare minimum, and who recite their pieces with marked taste and feeling, one may reasonably conclude that a genuine love of poetry has been instilled, and that the weary task of former years has been transformed into a highly pleasurable exercise.

"The class is promoted, new poetry is accumulated. The recollection of the old poems fades till scarce a stanza can be repeated by any of the pupils, and the vision of a school anthology vanishes through the omission to transfer the record of work along with the class, and to devote a casual period to revision.

Geography.

"The wealth of material comprised under the subject of Geography makes it imperative that rigorous selection should be exercised. This is a matter of considerable difficulty, but it seems a pity that so many teachers are content to place implicit trust in the judgment of the compiler of the elementary compendium which aims at including the largest number of facts in the smallest possible space. The emphasis laid on an acquaintance with, say, the names of mere villages in Ireland seems misplaced, and personal acquaintance with some of the hills in England which are commonly memorised, would probably prove a shock to the imagination of both teacher and child. There seems to be a call for the more judicious exercise of a sense of perspective in the selection of the material, as well as in the relative importance to be attached to the facts selected.

"While the study of Geography calls for the exercise of a considerable effort of memory, there is no reason why the memory should not be aided, as well as the subject naturalised, by the introduction of those connecting links which make for the permanence of the knowledge acquired. Physical, Political, and Commercial Geography stand as isolated branches, mountains have no connection with rivers, nor have coalfields with the distribution of industries or population. The political division into countries is permitted to oust completely the natural geographical divisions. If more stress were laid on the causal inter-connections of the various sets of facts, the temptation to overload the memory with unimportant detail would be considerably reduced.

"In Supplementary and Senior Classes it is not uncommon to find each pupil provided with an atlas which is used in class while the teacher makes use of the wall-map. This is a laudable practice. It is singular, however, to find to what an extent the pupils are unable to interpret the conventional signs. Locating the positions of places is too frequently the almost exclusive use to which a map is put. Definite exercises in map-reading might with advantage be introduced. More or less fragmentary lessons in Home Geography generally precede the first employment of a map, but it is rare to find a school in which the study of the Home Geography receives the position its merits warrant."

Mr. Robb, per *Mr. Jamieson.* Music.

On Music, H.M. Inspector Mr. Jamieson gives the following remarks by Mr. Robb, Sub-Inspector :—

"Singing is taught in every school in the Edinburgh district, usually with a very fair measure of success.

"In several of the schools in the city, the voices of the pupils are admirably trained and all the teaching is most assiduous and earnest. In a good few country schools, on the other hand, much of the instruction is haphazard and unskilful.

"The best teachers of music usually regard their aim as a threefold one. Their work has a triple bearing on the pupil, who should respond (1) emotionally, (2) intellectually, (3) physically. The emotional response, under which the pupil is thrilled with the spirit which a song breathes, cannot be attained until due attention has been given to the intellectual aspect of the work. A child must understand what he sings, if he is to feel it. As far as possible, he must be made to feel the inevitableness of the music. His imagination must picture the situation of which the music is the expression. For these reasons the choice of songs cannot possibly be too careful. Therefore also the teacher must strive to stir in his pupil the intellectual concept most fitted to lead up to the emotional thrill inseparable from real music. One occasionally finds pupils reproducing with marvellous accuracy the tasteful models set by a teacher, while they remain grossly ignorant of the meaning of the words they sing. So far as the highest end in teaching is concerned, these pupils might as well be practising Italian vocables.

"Again, one finds pupils who can sing with taste and with obvious enjoyment and intelligence quite a number of prepared songs, but who display hesitation and dismay when confronted with the music of an unknown air, however simple. When this occurs, it is clear that the pupils are unlikely on leaving school to make excursions on their own account into the world of written composition. In far too many cases songs are really learnt by ear, though professedly from notes.

"In a few city schools single pupils, when asked to do so, stand and sing just as readily as they stand to read. This is as it ought to be. The reading of music is a comparatively easy process provided a child possesses some ear; but far too often, in his haste to hear a new song sung, the teacher instead of allowing the pupils to attempt to read the music—to blunder through it if need be—adopts the all too effective expedient of aiding their progress by vocal or instrumental examples. Frequent tests in home reading of music might be useful in this connection.

"Technique must not prevail over intelligence. A child ought, all through, to know just what he means, and what he wishes to achieve in music. No amount of practice in following the finest models of the most accomplished vocalist can atone for lack of intelligent comprehension.

"The purely physical aspect of the subject is not unimportant. The value of a song as a relief to tedium is not too well known. Care is not always taken to secure correct posture and the requisite atmospheric conditions for the singing lesson. Properly given, this lesson has large hygienic possibilities, and every effort should be made to combat the rather prevalent idea that the alpha and omega of the music teacher's work are comprised in the mere singing of songs."

SUPPLEMENTARY COURSES.

In my last General Report I devoted a section of considerable length to a discussion of the progress made in Supplementary work and of the aims which teachers should keep before them in dealing with pupils at this stage. In each of the reports now before me careful attention is given to this part of the curriculum; and from what my colleagues say it is plain that, while the courses of study under Schedule V. are in most cases satisfactory, and in many cases excellent, there is far too little practical work done under Schedule VI. In large schools in towns there is usually provision made for Wood-work, Cookery, Laundry-work, Dressmaking, or Practical Housekeeping. But often, in smaller schools, no one of these subjects is represented, nor is any other subject professed which can be regarded as an equivalent. In country schools it is clear that the Commercial Course is frequently adopted when the Rural Course would be more suitable. In small rural schools the main impediment to the institution of courses of practical instruction is found to be the initial cost of equipment. The cost need not be great; but in schools where there never can be more than a very few qualified pupils each year managers hesitate about even a very small outlay. My colleagues seem to be unanimously of opinion that this hesitation might in most cases be overcome by a small grant from the Department towards the cost of initial equipment.

Too little practical work

With regard to the methods of instruction followed in these courses H.M. Inspectors feel that the mistake is often made of carrying into the Supplementary Course the purely didactic method, which may be appropriate in the Junior Division, but is out of place here. The opinion of my colleagues on the present state of Supplementary study will become clearer if I quote their remarks somewhat in detail. H.M. Inspector Mr. Smith writes:—

Too much teaching; too little individual study.

Mr. Smith.

"The first thing to remark about Supplementary Courses in Fifeshire is that there are still too few of them. Last session there were only 94 Supplementary Courses to 146 schools. The deficiency is not indeed so great as these figures would indicate. For of the fifty-two schools that have no Supplementary Course, seventeen may be described as Infant or Junior Schools, five have Higher Grade Departments, and two are Elementary Departments of Secondary Schools. There are also a few cases, not falling under these heads, in which it is more convenient to send the children to a neighbouring Supplementary Course than to institute a new one. But there are still some two dozen schools—mostly in rural districts—that ought to have Supplementary Courses of their own, and have not. In general, I should say that every school that is not within easy range of an existing Supplementary Course, ought to have one of its own. *Per contra* it might be argued that in the larger towns the number of Supplementary Courses might be reduced, and a measure of centralisation attempted with gain both in economy and in efficiency. And something has been done in that way, both in Kirkcaldy and in Cowdenbeath; and I hope to have further progress to report when the Dysart and Wemyss School Boards have completed their new schools. Something has also been done to make good the deficiency in the rural parts of the district; new Supplementary Courses have been started at Carnock, Kemback, Carnbee, Craigrothie, and Kilmany. The worst offenders in this respect are the School Boards of Springfield, Cameron, Monimail, and Kirkcaldy Landward, which possess not a single Supplementary Course to their names. The assistance now given to small schools by the General Aid Grant leaves little excuse for inaction on the score of staff. Equipment, no doubt, is another thing.

"The next point that engaged our attention was the extent to which the Supplementary Courses were really catering for the wants of their pupils. There the results were not entirely satisfactory. To begin with, almost all the Supplementary Courses—even in the larger towns—were mixed. Now, whatever arguments may be urged in favour of classification by sex are most powerful at this stage. There is in fact nothing—not even Arithmetic—common to boys and girls in the Sixth Schedule. For purposes of organisation, separation of the sexes (where it can be managed) is the simplest and most effective plan. And it has other fairly obvious advantages, into which I need not go. In the second place, the Commercial Course was unduly popular, even in purely industrial centres. I have called out a large 'Commercial' class of boys and asked them individually what they were going to do; not one in ten had any intention of engaging in Commerce. The number of Commercial Supplementary Courses really needed in Fife might be counted on the fingers of one hand. One feels the absurdity pretty strongly in the case of girls—of girls who will presently enter a factory, and emerge from it at twenty-one to keep house by the light of nature, spending their last months at school on Stocks, and True Discount, and Book-keeping by Double Entry. But on the whole there is not much of this. There is a fair provision for the teaching of Cookery and Laundry work, even in several of the rural schools. This is due to our strong and sagacious County Committee. The Committee employs a number of expert teachers of Cookery and Laundry work, whom they lend to the School Boards. The needful apparatus is provided at a reduced figure, and part of the teacher's salary is also made up by the Committee. One of these teachers is stationed at a centre from which she visits five (sometimes even seven) schools a week, generally the whole year round. The boys do not yet fare so well. I have been urgent with the Committee to do something of the same sort for them, and there is now no lack of qualified instruction; but the expense of erecting workshops has so far barred our progress. But not altogether. I am able to report at least the promise of workshops in Leven, in Wemyss, in Dysart, and in Lochgelly. And even where there is no workshop or promise of one, a start has been made with that Practical Geometry and Mensuration of which the Workshop Practice is, after all, an appendage. Nor is Woodwork the only form of Practical Instruction that is in place in boys' Supplementary Courses. In some of the schools Experimental Science takes its place—a perfectly legitimate development, *e.g.*, in mining districts. And I can conceive of other developments that would be equally legitimate, *e.g.*, in towns devoted to textile industries. In the rural schools, on the other hand, we should seek to develop the Rural Course. There, too, the County Committee helps with a subsidy for the formation of school gardens. As yet there are far too few of these—at this moment I can recall no more than five. But there is no reason to despond. Many of my country teachers are excellent botanists and good practical gardeners; and sometimes, where there is no school garden, the boys are taken into the master's garden. As an example of what can be done in a school of no great size, I may mention Forgan Public School, a school with 100 on roll, where the boys get Practical Gardening from the head master, and the girls get Practical Household Management (including Cookery) from his wife in the schoolhouse. It is along these lines that the problem of Practical Instruction can be solved in rural schools. My real apprehension is that the supply of male teachers fit to teach rural schools may fail.

"So far of the Sixth Schedule. When I turn to the subjects of Schedule V. I am able to speak with much greater satisfaction. The teachers, almost without exception, are keen, and the pupils genuinely interested in their work. In several—one might almost say in many—of the Supplementary Courses the results are as good as any reasonable man could desire. The oral work is sometimes brilliant. At some of the mining schools—a class of school of which I had practically no previous knowledge—I was greatly struck with the robust intelligence and manly style of the boys. The only real defect on this side of the work is the failure to develop independent effort on the part of the pupils. The teachers almost all teach too much as if they were preparing their pupils for an examination; they make too much of smartness in oral answering and thorough mastery of all the work by all the pupils. They do too much for the pupils, in fact, and do not yet sufficiently recognise that one main purpose of these courses is to teach the children how to learn for themselves. The books of reference are sometimes, I fear, more for ornament than use. The treatment of History and Geography is too narrow and (heretical as it sounds to say so) too systematic. In our Supplementary Courses I am fairly clear that we should attempt to extend the horizon of the pupils beyond the ordinary bounds of British History; and also that both in History and in Geography the methods should be less categorical and more 'heuristic' than in younger classes. But, with this no doubt considerable deduction, it is possible to reflect with real satisfaction on the treatment of subjects of general education in most of the Fife Supplementary Courses."

H.M. Inspector Mr. Millar reports:—

Mr. Millar.

Schedule V.

"The great merit of the course of instruction outlined in Schedule V. of the Code is that it has emphasised the importance of the pupil taking a more active share than formerly in his own education. It seems odd that such a truism as that mental, like physical, development depends on active exercise should need to be emphasised; but that a bad examination system can induce the adoption of methods that do not promote a high degree of mental development is only too obvious. In education the main principles are few, simple, and obvious, but to have them even tolerably carried out in practice would tax the best powers of a Napoleon turned educational administrator.

Schedule VI.

"The full development of the Industrial, Household Management, and Rural Courses involves a large expenditure, and progress is consequently slow. The time usually given in Manual Instruction in connection with these courses would have to be considerably increased in order to extract from them the utmost benefit. It is satisfactory to report, however, that Woodwork continues to make headway. Falkirk Burgh School Board have just added it to the curriculum of their classes, and Falkirk Landward School Board are making improved arrangements for the teaching of Woodwork and Household Management. With respect to the rural Courses there is not as yet much progress to report. Buchanan Public School, which was already specially well equipped for the teaching of Nature Study and Geography, has added a school garden to its equipment; but the initial expenditure necessary is a stumbling-block to most country boards. At the present time, when the splendid openings to be found in the Colonies offer encouragement to country dwellers to resist the attractions of the town, it is more than ever desirable that the potentialities of the Rural Course should be more fully developed. A workshop, a school garden, and a cookery-room should form part of the equipment of most country schools; and an incidental advantage of this would be that the cookery-room, with the facilities it would afford for the provision of a hot cooked meal in the middle of the day, would also minister greatly to the health and comfort of the pupils, and would conduce to greater regularity of attendance."

Mr. Clark.

H.M. Inspector Mr. Clark reports:—

"Outside Perth City, where there are two Supplementary Class centres—one at Caledonian Road Public School for all the Qualified Pupils in the public schools, the other at St. John's Roman Catholic School—there were eighty-two schools with Supplementary Courses. To five of these schools no grant was paid. Grants were paid to the rest for the average attendance of 570 pupils, of whom 175 were in Perth City. Thus the grant was paid for 395 pupils in eighty-two schools, or, on an average, for 4·8 pupils in each of them. It may be of interest to note that, of the seventy-nine schools for which the grant was paid under Article 21, fifty-six had an average attendance in Supplementary Courses of six pupils or fewer (seven had one, eight had two, eighteen had three, ten had four, nine had five, four had six); eighteen, between six and twenty pupils; three, between twenty and thirty; one had forty; and one had 173.

English.

"With regard to the instruction it may be said generally that satisfactory progress has been made in the development of the courses in English. The works of good authors are being studied more extensively both in school and at home, and there can be no doubt that, when the habit of reading continuous works is created at an earlier stage in the curriculum, a still further advance will be possible in the reading of many of the Supplementary Classes. In some of the best courses in both town and country a surprising amount of valuable work has been done in English, and the following records of work may serve as examples of what can be achieved by good pupils when carefully guided and stimulated. Both records cover a period of six months, and are written by a boy and girl who were taught in different classes in Caledonian Road Public School, Perth. The boy's record shows, under the section of 'School Studies,' the progress of his class in their study of *The Fair Maid of Perth* and *Julius Cæsar*, the repetition of extracts from that play, of some of the finer passages from *Henry VIII.*, of several short poems, and of passages from Addison and Ruskin. The record further contains entries of the information acquired by consulting reference books, and of the reading done at home. The home-reading includes nineteen books, most of which are works of standard merit; *e.g.*, novels of Scott and of Dickens, *The Vicar of Wakefield*, the *Boy's Iliad*, etc. The teacher's marks, given after testing the home reading, bear out the fact that the boy had read with intelligence and appreciation.

"The girl's record of work contains, under the head of 'School Studies,' stories from the *Canterbury Tales*, the *Cricket on the Hearth*, *Don Quixote*, *Evangeline*, *Kidnapped*, and *Julius Cæsar*. Her home reading is *Oliver Twist*, *Kenilworth*, *Adam Bede*, *Cranford*, *The Mill on the Floss*, *Hypatia*, *The Ebb-tide*, *A Nest of Linnets*.

"The record further shows that a large number of excellent passages had been committed to memory, that summaries had been made of stories read, and that Composition had been carefully correlated with topics treated in school and had been practised extensively.

"While these are records of two of the best pupils, the records of the other pupils testified that a very fair amount of work had been done on the same sound and stimulative lines. The home-reading overtaken by these two pupils may be somewhat ambitious for the average pupil, and some of it might wisely, perhaps, have been postponed even in the case of these two; but at all events, if the teaching in a Supplementary Course gives such pupils the taste for reading, the power of appreciating what they read, and such a knowledge of good literature as will help them to discriminate in selecting books from a public library after they leave school, the pupils will have derived from it a valuable part of their education.

"In the larger schools the topics of Schedule V. (*b*) are, as a rule, well treated; but in some of the smaller schools the instruction is often insufficiently differentiated from ordinary Senior Division work. Schedule V. (*b*).

"The least satisfactory part of the Supplementary Class work is still the practical side. In a rural district like Perthshire progress in the provision for Practical Instruction is necessarily slow. In the case of the smaller schools, which are in the majority, the expenditure required for providing a room, material, and a teacher is too great for rural boards in small parishes to incur; and such provision as is necessary to make a Supplementary Course complete can only be made if boards receive additional aid to enable them to secure the services of a visiting teacher for several schools within a given area. Too little practical work.

"Outside Perth city, Cookery is taught in eleven schools—an increase of five since last year; Woodwork in three, an increase of one. Workshops are now provided, however, at Crieff Public School and Blairgowrie Higher Grade School.

"All the courses of Schedule VI. suitable for a town school continue to be admirably conducted in Caledonian Road Public School, Perth.

"In the country schools the majority of the courses are a combination of Commercial and Rural, with the inclusion of Practical Geometry and Mensuration. In a few of them practical land-measuring is carried out.

"The genuine Rural Course is carried out in a practical form only in one or two cases where the teachers are enthusiasts in gardening or in the keeping of bees. This is to be regretted, as there can be no doubt of the value of School Gardening from an educative as well as a utilitarian point of view. School Gardening is the natural complement of Nature Study in a curriculum designed to bring the country child who is to leave school at fourteen into touch with his surroundings; and, apart altogether from the beneficial results of such manual work to the pupils, or the effects that such occupation in our schools might ultimately have on rural prosperity, practical instruction in gardening ought to be encouraged by Boards. Little progress, however, will be made until the teachers have the right attitude of mind to Nature Study. No doubt a good deal could be done to create this attitude by Summer Courses of Horticulture designed to prepare teachers to take up the work in the right spirit. In the meantime few teachers know the application of science to horticulture, and instruction in gardening without a knowledge of the underlying principles is valueless. The pupil must know the 'why' if he is to be able to deal intelligently with any new set of conditions he may have to face." Rural Course.

H.M. Inspector Mr. Fleming reports:—

Mr. Fleming.

"Of Supplementary Courses it is regrettable to have to report that little or no progress is being made; in fact, through the dropping out of some Rural Courses, there are actually fewer recognised Supplementary Courses this year than last. So far it may be said that Supplementary Courses in rural schools have not been a success in this district. The reasons are twofold; first, the managers are to blame, and, secondly, the teachers. On the other hand it has to be remembered that the paucity of Supplementary Courses is accounted for by the failure to obtain recognition owing to inability to comply with the requirements. The points of defect are, in some cases, inadequacy of staff, and, more generally, the failure to give satisfactory instruction under Schedule VI. The subjects of Schedule V. are well taught as a rule, both in recognised Supplementary Courses and in schools which have no recognised Supplementary Course; and many of the latter are doing excellent work. Too few Courses.

"To gain recognition of a Supplementary Course and earn Grant under Article 21, it would frequently be necessary to increase the staff, and thereby some structural alteration would be required. Few School Boards are prepared to meet the expense, and in the case of small Supplementary Courses the extra money earned under Acticle 21 is not enough to induce them to move, nor are they willing as a rule to provide the equipment and accommodation necessary for subjects of Practical Instruction.

"Even if School Boards were willing to incur the expense connected with making provision for Supplementary Courses, there would still be a difficulty in getting teachers.

Misconception of aims.

"There still is, among teachers generally, widespread misconception of the aims of a Supplementary Course. Teachers seem unable to disabuse themselves of the idea that their duty with regard to children beyond the stage of the Qualifying Examination is to press on with instruction on the same lines as before. Associations of the work of the Ex-VI. Standard and Specific Subjects still dominate their minds; and they grudge to give time to what may be called some of the newer subjects, to the detriment of the children's progress in the old. They do not realise that the instruction of children in the last period of their school days, when once they have attained the stage of the Qualifying Examination, should be directed mainly to the fitting them for practical life, and that it is their duty to find out what further education will best suit the circumstances and conditions in which their children will be placed. It is reassuring to know that the public—or at any rate part of the public—is beginning to express dissatisfaction with the present system of education, and to demand that children should be in some measure prepared for their work in life. In country districts the agricultural interest loudly complains of the unsuitability of school education, and quite recently the Scottish Chamber of Agriculture severely criticised Supplementary Courses in that they did nothing to equip the rural child for agricultural pursuits.

Lack of qualified teachers for Schedule VI. work.

"While there does undoubtedly exist among teachers a misconception of what a Supplementary Course should be, and not infrequently, too, a want of sympathy with these aims, it is unfortunate that it is not easy to find a teacher thoroughly qualified to undertake this work. The fault is not in the man himself altogether, for the training which he has received has not been directed towards preparing him for rural work. It is unfortunate that so many teachers are town bred and town reared; all are town trained, and their professional experience has been confined—not infrequently—to town schools before they come to the country. It is gratifying, however, to report that many take up their work in the country with much enthusiasm, and that many take every opportunity and much trouble to make themselves qualified in such subjects as they need. At present, then, it is not easy to get teachers qualified to give instruction in practical subjects, and the possibilities of the School Garden, especially in its relation to agriculture, are as yet dimly perceived.

Practical subjects.

"With regard to some subjects of practical instruction it would not only be feasible, but also a very satisfactory arrangement, for several contiguous boards to combine to engage the services of a qualified teacher. At present no such combination has been formed, though I am hopeful something of the sort may be done.

"At present several schools have School Gardens, and several teachers are attending a class under Article 55 in this subject. In Ednam, Broughton, and West Linton Woodwork is taught to boys. But Ednam and Ancrum are the only two rural schools that give any practical instruction to girls. Ednam School has a very full and interesting Course: Wood-carving and Woodwork, Cookery, Laundry Work, Dressmaking, and Dairying for both boys and girls are taught. The work done is highly satisfactory, and the Dairying class has aroused great interest and met with much success. Of the larger centres, only Peebles, Kelso, and Duns provide both Manual Instruction for boys and Cookery and Laundry Work for girls. In Eyemouth, instruction in Laundry Work and Cookery has been commenced. Cookery is here taught to boys. They are the sons of fishermen, and the great majority will probably become fishermen, so that instruction of this kind will be of practical value to them. The boys have taken to the work with great zest, and have made a capital start. On the other hand, in Hawick, no practical instruction recognised for grant is at present given, though this defect is to be remedied. In Galashiels, Cookery only is taught. In Selkirk, the school board refused to do anything. However, the governors of the Scott and Oliver Trust have now undertaken at the Selkirk High School the duties of the school board with regard to the Supplementary Courses. The qualified pupils are all drafted to the High School, where they receive instruction in Cookery, and a new building has been put up for the instruction in Woodwork."

H.M. Inspector Mr. Fraser reports :—

Mr. Fraser.

Work under Schedule V.

"Under Schedule V.B. of the Code are mentioned six studies that may appropriately be taken up in a Supplementary Course, but it is not imperative that all be taken up. This point it is necessary to emphasise; for there is a decided tendency to overload the Supplementary Course curriculum by the inclusion of too many subjects. Neither is the list in the Code meant to be exhaustive, and, as a matter of fact, it is practically universal to include History and Geography as essential parts of a Supplementary Course. To this no objection need be made; indeed, as these subjects form an important part of the previous curriculum as laid down in Article 19A, to ignore them after the qualifying stage could scarcely be wise. In some Supplementary Courses, then, we have eight items all attempted under Schedule V.B, and taught as 'Class Subjects.' Such cases are not common, but it is too common to attempt too much in this way; and where this is done, it is but rarely that these studies are taken up in the spirit of Circular 374.

Often too much attempted.

"Where, as in the case of the 'Laws of Health,' Conditions of Trade and Employment, etc. the subject-matter is quite new to most of the pupils; and where the main object is to impart certain facts in themselves of importance to every human being, the teaching may advantageously be of the nature of 'class teaching,' the more so as the underlying principles cannot readily be grasped by the children. Such teaching, in the words of the Circular, must be 'mainly empirical.' But with subjects such as History and Geography (including (4) and (5) of the Schedule), the case is different. The main outlines of these have already been studied, and no doubt largely forgotten; a revision course, such as is commonly given may serve to fix a few more facts more or less permanently in the scholars' minds, but it serves no very valuable purpose when the child, at the age of fourteen, is deprived of further tuition. For, after all, it is not of much importance to most people to be quite clear as to the course of the Danube or the succession of events in the Civil War, though the mental effort put forth in learning such things and setting them in their proper relation to other similar things is doubtless of great value. But circumstances may, and do, arise when it is desirable to be able to acquire pieces of information of this nature, and the aim of Supplementary Course study should be, without sacrificing the mental effort involved, so to equip the children that they can in future life find these things out for themselves, whether for a definite practical end or because something has aroused their interest in the matter. Indeed, this aim need not be confined to the Supplementary Course, but there it is paramount.

And with erroneous aims.

"Now in these days of Public Reference Libraries it is easy to get at most kinds of information, provided one knows where and how to look for it, and the best way to teach this is to practise the children in the use of works of reference. For this purpose the reference library of the school should be well stocked, and should be kept, not in the hall or in the headmaster's room, but on a shelf in the Supplementary Course room where any pupil may use it without let or hindrance; and a good allowance should be made in the time-table for time spent in acquiring, in this way, information on some subject which will subsequently form the theme of an essay. Nor need the pupil be confined to the school library; if the nature of the theme permit, material may be amassed at home, or by direct observation.

Use of works of reference.

"An objection frequently urged to such a scheme is that there are not enough reference works to go round the class. No doubt, so long as the whole class is kept at one thing, this is true; but there is no reason why all should be doing the same work at the same time. Indeed, the grouping of pupils in this manner is implied in the concluding paragraph of Schedule V.B."

Mr. Michie.

H.M. Inspector Mr. Michie reports:—

Courses often not adapted to the needs of the pupils.

"The chief industry in a considerable part of this district is Mining. In the schools of this region the problem of devising a course of instruction having a direct bearing on the requirements of the pupils' after-school life seems unusually well-defined. The courses at present pursued are mainly 'Commercial.' When one finds the future miner engaged in learning Shorthand and Book-keeping, it is difficult to avoid the conclusion that the Managers have not yet devoted serious attention to the possibilities of Supplementary Course instruction. A general scheme of work suitable for such schools is outlined below. It should, however, be regarded only as suggestive. It is drafted in the hope that Managers may bring their expert knowledge to bear in formulating a scheme which meets the requirements of their district.

Mining Course.

Suggestion for Mining Course.

(i.) *Drawing and Mathematics*:—

(*a*) Construction and use of scales, including those commonly used for maps and mine-plans. The chief properties of the triangle and circle, arrived at experimentally by construction and measurement. Mensuration of lengths, surfaces and volumes by measurements actually made by the pupils. Freehand dimensioned sketches of objects. Construction of plans, elevations and sections from these sketches.

(*b*) Applications of Arithmetic previously acquired to questions in Mining. Extraction of roots. Algebra treated as generalised Arithmetic. Simple Equations applied to problems in Mining.

(ii.) *Surveying and Map-reading*:—

The use of simple surveying instruments in mapping in the field. Chain, compass, level, and theodolite. Reading of mine-plans and sections. Reading of ordnance and geological survey maps of the district. Construction of sections from maps.

(iii.) *Elements of Physics and Chemistry*:—

Simple experiments on Specific Gravity, Hydrostatics, and Heat. Simple Chemistry of the Mine-gases.

"In order to carry out such a scheme effectively, a simple laboratory is desirable; in small schools a combined cookery-room and laboratory could be equipped at no great expense.

"The adoption of some such course would not only prove of more lasting benefit, but should place the pupils in a better position to follow with profit the work of the Continuation School, and consequently induce a large proportion to continue their education. It is at the initial stages of the Continuation Classes that so many become disheartened through discovering that their previous training is inadequate. The abler pupils, after some such training, should be able to proceed at once into a second year course in Mining. This, again, might operate in the direction of inducing them to join the Continuation Classes immediately after completing their day-school education."

HIGHER GRADE SCHOOLS (OR DEPARTMENTS).

Demand for Higher Grade Schools growing.

The demand for instruction in the curriculum suggested in Chapter IX. of the Code continues to grow. Some new Higher Grade departments have been opened in the Division during the year; other new Departments are in process of organization; and other Departments already existing have improved their organization and curricula. In practically all schools of this class the

"Uniform Course" is now followed; but the schools differ widely from one another. Some are, in respect of staff and curriculum, Secondary Schools, able to carry their scholars much beyond a three years' course. Where there is no already existing and efficient Secondary School easily accessible to the scholars, the full secondary curriculum is desirable. This must sometimes be the case in country districts—for the present at least; and where the Higher Grade School has been chosen as a centre for Junior Students, a curriculum of at least five years, with adequate staff, is one of the requirements. In localities where the provision for secondary education is already ample, the undue development of Higher Grade curricula is to be deprecated. The wiser policy would seem to be to strengthen the Secondary Schools, and to make them available to all pupils who desire a school education beyond that of which the Intermediate Certificate is evidence. It would be interesting to know how far the increasing numbers that attend Higher Grade Schools consist of pupils who, but for the existence of such schools, would have gone to the older Secondary Schools, and how far they are pupils who would have ceased to attend any school at a much earlier age if the Higher Grade Schools had not been available. The indications are that the great majority of Higher Grade pupils belong to the latter class. A new taste and a new demand seem to have arisen, and within quite a few years parents seem to have become much more ready at least to acquiesce in the prolongation of school life.

Curricula.

Confusion between Supplementary Courses and Higher Grade Schools.

In some cases confusion still exists between the aims of Supplementary instruction and of Higher Grade instruction, and pupils are found in Higher Grade Departments who would be much more suitably trained in Supplementary Courses. But this evil is rapidly abating, and a very fair percentage of Higher Grade scholars now complete the course for the Intermediate Certificate.

SCHOOL LIBRARIES.

Supplementary Courses and School Libraries.

The institution of Supplementary Courses has forced into prominence the necessity for school libraries. Without the aid of a small library study in a Supplementary class cannot proceed as Your Lordships intended that it should proceed; and in the majority of cases my colleagues have rightly refused to recognize courses unless at least the nucleus of a reference library was provided. This policy has secured the introduction of libraries into a very large number of schools which would otherwise have continued to do without. This is a form of equipment in which the majority of Scottish Elementary Schools have hitherto been deficient, and the utility of the library is by no means confined to the Supplementary Course. The effect of the instruction in all the elementary classes will be greatly increased if the children begin to read for themselves, and learn at an early age to take an interest in books which are not lesson-books. I shall here quote the remarks made by H.M. Inspectors Mr. Smith and Mr. Millar on this subject. Mr. Smith says:—

Mr. Smith.

"The returns made on Forms 9 and 9b showed that at the ends of their various financial years, seventy-nine schools in the district possessed *School Libraries.* By this time the number has been considerably increased. But the provision is still inadequate. Every school should have a library. The existence of a village library is sometimes made an excuse for inaction. The excuse is insufficient. The ordinary village library does not, except by accident, possess a proper supply of books suitable for young readers; even if it did, the teacher has not the same opportunity for guiding and supervising the reading. Home reading should not be confined to the Supplementary Course. The children should have some form of continuous reading as soon as they have learned to read with pleasure to themselves.

"Such libraries as exist have been got together in various ways—by private donations, by the proceeds of concerts, etc. Many of them, and those the most useful, have been given by Mr. Coats, of Paisley. Mr. Coats has been very generous to Fife: I trust we have not yet exhausted his generosity."

And Mr. Millar reports :—

Mr. Millar.

"While the whole aim of the teaching in a well-conducted school will be to keep the pupil's mind active, the most direct instrument of self-education will be found in the school library. We have, perhaps, been rather slow to realise this; in France, for instance (Board of Education, Special Reports, Vol. VII., p. 199), school libraries were established in every primary school by a decree of June 1st, 1862. At any rate, it is satisfactory to report that practically every school is now either provided with a library of its own or has made special arrangements for using a public library. So far as the country schools are concerned such a state of matters would have been impossible but for the generous assistance of Mr. James Coats, whose unostentatious benefactions deserve the warm gratitude of all who are interested in education and will, I believe, exercise a powerful influence for good on the life of the coming generation. The town schools are, as a rule, well equipped in this respect. Allan's School, Stirling, has been mentioned in a previous report as having done pioneer work in the use of class-libraries. In Carmuirs School, Falkirk, every class above the Infant Department is provided with a library of at least seventy volumes, and these are actively circulated and widely read. There have been in the past session some notable instances of self-help in regard to the provision or improvement of libraries, which speak well for the enthusiasm of the teachers. Denny Public School raised and expended no less a sum than £160, partly on the improvement of its library, and partly on adorning the school with admirably chosen reproductions of good pictures. Falkirk Camelon Public School celebrated the opening of its excellent new premises by raising close on £100 for a school library; while Falkirk Victoria Public School raised a similar sum for the improvement of its equipment—already good—in regard to teachers', school, and class libraries."

PHYSICAL TRAINING.

Rapid improvement.

The progress made in this matter during the past three years has, over all, been more rapid than that made in any other subject of the school curriculum. School managers and teachers are awakening to a sense of the importance of the subject; and the supply of teachers capable of giving skilful instruction is steadily increasing. The members of the inspection staff have been in constant communication with Captain Foster, Inspector of Physical Training, and they seem to understand his ideas and aims. The School Board of Edinburgh, acting in conjunction with the Edinburgh Provincial Committee, have made an important new departure in appointing an officer to supervise the instruction in physical

Good arrangement made in Edinburgh.

exercises given in the schools under the Board; and Captain Cheales, whose services they have been fortunate in securing, is to act as organizer to the Provincial Committee as well. The localities in which the increased attention to Physical Training in schools appears to have been most noticeable are Edinburgh, Leith, and the western district of Fifeshire.

Appendix I.—*Captain Foster's* Report.

On this important subject, at present one of so much general interest, I have pleasure in appending to this Report a *précis*—with more special reference to the Southern Division—of the valuable report for the past session by Captain Foster on *The Physical Training in Scottish Primary Schools.*

And in this connexion I give the following quotations from H.M. Inspector Mr. Fleming's Report, because of the graphic and telling way in which it calls attention to a question which, for the sake of the mental no less than of the physical health of the young children in our small country schools, urgently calls for far more serious consideration than it has yet received—What is to be done at the rural school for the real well-being of the *infants?*

"Three large classes under Article 55 of the Regulations for the Training of Teachers were held last year in Duns, Hawick, and Galashiels. These classes have done a great deal of good: but until the teachers themselves are competent to instruct under the guidance and with the advice of an expert, Physical Training will not be thoroughly satisfactory.

"The physical development of the children suffers in the meantime from the bad type of desk provided, from the ventilation and heating of the schools not being satisfactory in many instances, from the lack of proper physical exercises, and more than all from the lack of play.

"On this latter point it is hardly possible to describe too strongly the iniquity of making small and young children pass many hours of the day in a classroom where any restlessness on their part due to the suppression of natural activity is promptly rebuked and not infrequently punished. For them there is no recreation, no physical relaxation. Let me describe what happens in many a country school on a cold winter's day. After a walk often taking an hour, the child of seven years old reaches the school at 9.30 or thereabout. He enters a cold school in which the fire or stove has only been lit for perhaps an hour, more likely less: all the windows are shut to keep out the cold. He sits down in his place; quite likely there is no support for his back, or such a support that his sitting position is a harmful one. He begins to scrawl on his slate or finger his book; this, in a 'one-teacher' school will too often be his occupation during the whole school time, except for the period when he is brought to the floor perhaps for twenty minutes in the day to 'say his lesson.' After some two hours of this there is perhaps a five minutes' run in the playground, and about 12.30 there is an interval during which the teacher takes his dinner. The child can then run about the playground as soon as he has eaten his 'piece'; but if the weather is wet, he has a cold shed to go to, or back into the school—probably the latter, if it is not locked. The two hours of the afternoon pass as the morning; he has to keep quiet, that is the main thing. Once a week he is got out of his place and stood on the floor for half an hour while physical exercises are done. He wags his arms or moves his feet in imitation of his neighbours, and quite likes it. Then to the desk once more till he goes home. In many bigger schools, too, much the same goes on. I once asked an infant mistress what games they played. I was told they played no games there; and the tone of voice in which the reply was made and the expression which accompanied it could not have been more rebuking if I had asked her if she taught her children to pick pockets.

"Thanks to the teachers' classes in Physical Training some games are beginning to be played. Occasionally one finds the boys have a football which they kick about. In Hawick, athletic sports for school children are held, and in Hawick and Galashiels school football is organised and played. But generally speaking there is little or nothing of organised school play as there should be. Play should be regarded as an essential occupation of the school time, and as an essential part of the curriculum of Physical Training."

HOUSEHOLD MANAGEMENT.

Under the stimulus of Miss Crawford's very zealous and effective work as Inspectress of Cookery, Laundry Work, etc. for Scotland a great advance has been made in the teaching of Household Management subjects in the schools of the Division. The progress to be recorded there might have been still more marked if Miss Crawford had had a less onerous task to perform. But, with the supervision of the instruction in domestic subjects in all the four divisions, it has been impossible for her to visit each school or centre with such frequency as could be desired.

Appendix II.—*Miss Crawford's* Report.

As a Second Appendix to this Report I give Miss Crawford's report upon the work that she has seen in the Southern Division.

In conclusion, I desire to express my indebtedness to all my colleagues in the Southern Division for their able, full, and informing contributions towards this General Report; and specially to thank my more immediate coadjutor and district colleague, Mr. Jamieson, for the very willing and valuable help he has given me in the preparation of it.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX I.

REPORT ON

THE PHYSICAL TRAINING IN SCOTTISH PRIMARY SCHOOLS.

(CAPTAIN FOSTER.)

Progress.

During the past year considerable progress has been made in a number of Primary Schools towards a better system of physical training. Most of the School Boards with which I have come in touch have made arrangements for their Primary School teachers to take a more active part in the physical training of their pupils. Several Boards have also engaged the services of fully trained instructors to act as visiting teachers to their Primary Schools, and gradually to train the staffs in the new system. Numerous teachers' classes for physical training have been held in all parts of the country, and have been well attended. Some of these classes have been for Infant Department teachers for whom a special course was arranged.

There has been a considerable improvement in the bearing and alertness of the pupils, and a commencement has been made in working out a scheme of physical training to cover the whole of the Primary School course, and to secure for every class Exercises suitable for the average mental and physical powers of the pupils.

In those schools where the teachers take an active part in the physical training of their own classes the results are most pleasing.

The ordinary teachers and this work.

After the experience of the last three years, I am more than ever convinced that the only workable plan for the carrying out of physical training in Primary Schools is for the teachers to take their own classes, provided they are afforded expert advice and help. Where the teachers carry out the physical training, it has been found possible to arrange several periods of exercise during the week for the various classes, besides the short periods given between lessons to refresh the pupils. The lessons for the younger classes have also in many cases been shortened, especially in Infant Departments.

In the next few years many of the difficulties which at present exist should disappear.

Students under Provincial Committees.

The students under the Provincial Committees are gradually being placed under highly trained instructors, and at some centres more time is devoted to the subject. When the students come to teach in the Primary Schools, they should be really efficient instructors.

Junior Students.

Several School Boards, who have secured the services of suitable qualified Instructors, are arranging a course of physical training for their Junior Students in connection with the course they will receive as Students in Full Training. These Junior Students will also receive some very Elementary Instruction in Anatomy, Physiology, and personal Hygiene, to enable them to understand the principles of the system.

Edinburgh.

The School Board of Edinburgh has in conjunction with the Edinburgh Provincial Committee appointed a male Physical Training Superintendent to organise and supervise the whole of the physical training arrangements in the schools under the Board, including the physical training of Junior Students. He will also supervise the physical training of students under the Provincial Committee. This arrangement should be a great help when arranging the course of physical training for the students under the Provincial Committee, and should ensure that the requirements of the class teachers are always kept in view. It should also make it easier to arrange for the students under the Provincial Committee to have plenty of practice in teaching classes of school children.

County Committees.

Some of the County Committees have been considering the questions of engaging the services of fully qualified Physical Training Instructors and allowing country School Boards to engage part of their services to supervise the physical training in their schools and gradually to train the class-teachers. This should give a great impetus to the interest in physical training in country districts.

Appointments of specially trained instructors at Edinburgh;

The following specially trained Instructors have been appointed by various School Boards:—

The Edinburgh Board have appointed Captain Cheales to supervise the whole of the physical training in their schools. They have also appointed Miss Dudgeon, from the Dartford Physical Training College, to carry out the physical training of the girls in their two Higher Grade Schools, and of the female pupil-teachers. They are also considering the question of appointing a specially trained Lady Instructor to act as visiting teacher in the Infant Departments of the Primary Schools under the Board.

at Stirling.

The Stirling School Board have appointed a Lady Instructor from the Dunfermline Physical Training College.

Records of physical measurement. Medical inspection.

With the increased interest in the physical training of school children the questions of records of physical measurement and medical inspection are receiving more attention. At Dunfermline the Carnegie Trustees are continuing the very thorough medical inspection of school children. The system of records of measurements has been modified so as to follow the lines advised by the Anthropometric Committee. The Medical Staff who carry out the work has lately attended a course in the system under Professor Cunningham, Professor of Anatomy, at Edinburgh University.

The Leith School Board have commenced a system of records on practically the same lines as the Glasgow records.

The Edinburgh School Board has not commenced any system of physical measurement but has lately appointed a medical officer for work in their schools. His whole time is taken by the Board.

Several other School Boards have appointed medical officers who devote part of their time to work in schools under the School Board.

Instruction in Swimming

In connection with the physical well-being of school children, Swimming is receiving more attention.

at Edinburgh;

The Edinburgh School Board have been arranging to extend the facilities for their school children attending the Public Baths in cases of schools which do not possess a swimming pond.

at Alloa;

At Alloa, Swimming for school children has received considerable attention since the opening of the new baths and gymnasium.

at Stirling;

The Stirling School Board have arranged for a number of their school children to attend the Alloa Baths on certain days in the week.

at Dunfermline.

At Dumfermline the school children have the advantage of being able to use the Carnegie Baths, and to receive instruction in swimming and life-saving.

Ventilation.

More attention should be given to ventilation in a number of schools, especially those which are aired by means of windows. Some of the country schools are especially bad in this respect.

The short periods of exercise between lessons should be utilised to air class-rooms.

APPENDIX II.

REPORT ON COOKERY, LAUNDRY WORK, ETC., IN THE SOUTHERN DIVISION.

(MISS CRAWFORD.)

COOKERY.

Classes visited.

During the past year fifty-two classes in this Division were visited. The increase of classes and the frequent changes of teachers call, however, for more inspection,

Improved syllabuses, on the whole.

One pleasing feature of the work has been the improved syllabuses of instruction in general use, in the framing of which are now found more uniformity of method and more suitably selected dishes for practice. Classes made to pay by cooking dishes of the cake and sweet nature are, however, still to be met, but happily the cases are few. In one class visited, the pupils were ordered to bring materials for cake-making from home, the teacher providing but two eggs and one slice of bread for the second part of the lesson. This pernicious system of begging materials from home cannot be too strongly deprecated, and under no pretext should it be encouraged.

Disposal of the cooked food.

The disposal of the cooked food is to many teachers a source of anxiety. The difficulty, however, could in a great measure be overcome if these same teachers gave more attention to the way in which the food is cooked and served, and to the cost at which it is produced. Pupils cannot be expected to purchase what is quite uneatable for want of sufficient cooking, or what is of little value to them as food. Instead, therefore, of spending the first half-hour or more of the lesson on questioning, writing of notes, or other matters of minor importance, dishes requiring long cooking should first be prepared and the cooking process put into operation to ensure better practical results at the close of the lesson.

Improved method for demonstration lessons.

In a few of the classes the numbers attending demonstration lessons have been reduced to eighteen or twenty as in the case of practical lessons, and, instead of a two hours' demonstration when the work is done by the teacher alone, the lesson becomes a practical and demonstration one combined. The pupils take their places at the table with the teacher, the necessary materials and utensils are brought forward, a few well directed questions on the past lesson lead up to the present, the actual preparation of the dish is expeditiously begun, the teacher meantime working with and supervising her class, the method of cooking is carefully explained, the work actually prepared by the pupils being used for illustration. The advantage of this is obvious. The dull monotony of a demonstration lesson to a large number of uninterested and weary pupils gives place to individual practice and activity; the pupils become more thoroughly interested in the work; and better opportunity is afforded of presenting at the end of the lesson dishes well and sufficiently cooked. Teaching by demonstration *and* practice has much to commend it and the plan might well be more generally adopted.

Causes of inefficiency.

Any signs of weakness and inefficiency observed were usually the result of apparent slackness and slovenly ideas of work. Teachers of domestic subjects seem to forget that pupils of the age of twelve to fourteen are terribly imitative in matters pertaining to the person and home; and that it is therefore the duty of every such teacher to bear in mind that her personality and example should be such as to exercise an inspiring influence on girls whose home surroundings are far from satisfactory. Nothing should be tolerated in a cookery class that we should not like to see or adopt in our homes. The folly of substituting a strip of unbleached, unhemmed calico for a table-cloth, in giving a lesson on table-setting; of using sieves for straining soup to a class of children in a working district city school; of teaching the making of cakes to the exclusion of useful cookery to pupils because they come from better homes; and of many similar absurdities is obvious without further comment.

Value of interchange of views among the teachers.

Throughout this Division the teachers of Domestic subjects might follow the example of Glasgow and form an association, or at least endeavour to know one another. This would be specially valuable for young teachers situated in an isolated district and left entirely to their own resources. Interchange of views and comparison of methods are very helpful, and periodical or friendly meetings would prove beneficial all round.

Rural districts.

In many of the rural districts where a special teacher cannot be employed the subject awaits the qualified certificated teacher. The establishment of classes by the Provincial Committee for the training of such teachers is looked for to supply the want.

Edinburgh.

During the past year, every teacher employed in Edinburgh City Schools received a visit. In some of the older schools the equipment cannot be considered satisfactory, and, as reported last year, in the very schools in which only the open fire or range should be used, nothing but gas stoves still exist. In many of these schools, indeed, the Manual Instruction room is utilised for Cookery, and here, placed round or on benches, as many as fifty-four pupils are accommodated for a two hours' demonstration lesson. It is impossible to do good work under such conditions, and, if the effectiveness of the teaching is to claim first consideration, these large classes should be discontinued.

All the teachers employed by this Board are specialists, and it has been my pleasing duty to report most favourably upon the work of some of them, who never fail to make the lessons a real education, and who exhibit in their personality and in their minute attention to every detail of the work an ideal for the pupils to imitate. In other cases, however, much improvement is needed, particularly in connection with the teaching of cookery by correct methods, and in presenting to their pupils a higher standard ot cleanliness and order. Again, referring to the schools in the poorer parts of the city, the teaching of this and the other domestic subjects would prove much more effective if proper kitchens were provided, whereby the work could be carried out on homelike principles and on lines better fitted to enable these girls to develop into capable, practical, and thrifty women.

Leith.

In Leith, many of the classrooms might be much improved. Few, if any, of them have the slightest resemblance to a kitchen; some indeed are the ordinary classrooms with gas stoves, a cupboard, sink, and a few tables introduced. One properly equipped centre for Cookery and Laundry Work is urgently necessary, chiefly for those girls who leave school at fourteen and have no further opportunity of receiving any real instruction in matters pertaining to the home. There is need for much further development of the work in this district; and it is confidently anticipated that the Board will provide the means for extending it on more successful and satisfactory lines.

Linlithgowshire.

At Linlithgow Academy, the work progresses very favourably; also at Bo'ness, Bathgate, Broxburn and Armadale.

Perthshire.

In the town of Perth large classes are daily being instructed at Caledonian Road Public School. Special Cookery rooms have been provided for Arngask Public School and Tibbermore Tulloch School, and at both places the subject is taught by a member of the staff. There still remain many schools in the county of Perth where no provision has yet been made for this branch of Supplementary Class work.

Fifeshire.

The number of classes in Fife district increases annually. Many of these are taught by the teachers of the Fife County Committee and are in operation while the Continuation Classes in the same village or town are in session. Successful classes were conducted on these lines at Saline and Thornton Public Schools. At Dunfermline (Burgh) Queen Anne Public School the teaching is excellent, but the premises are somewhat out of keeping with those of similar educational establishments in the burgh. A new and properly equipped centre is very necessary and, it is hoped, will be provided in the near future. The Dunfermline (Landward) and the

Beath School Boards employ specially qualified teachers for their schools and much credit is due to both Boards for the suitable premises they have attached to many of the schools. The teaching also is of a satisfactory nature. An excellent classroom adapted for Cookery and Laundry Work forms part of the Kirkcaldy North Public School, and every facility has been provided by the Board for the successful and practical teaching of both subjects.

Haddingtonshire.

In Haddingtonshire the number of classes remains stationary.

Border District.

Cookery for boys.

In the Border District many schools have recently introduced the subject, and the standard of efficiency has much improved. In the larger towns of the district a specialist is employed, while in the rural districts—such as Ednam, where a class for boys has been instituted—the work is undertaken by the certificated teacher. At Eyemouth also excellent accommodation for Cookery and Laundry Work has recently been attached to the Public School, and instruction in the former subject is given to the boys as well as the girls of the Senior and Supplementary Divisions. The boys' classes promise well, and meantime their keen interest and their enthusiasm in the work surpass expectations.

Stirlingshire.

In Stirling and Clackmannan districts, few of the classes were visited during the past year. Commodious and well-equipped classrooms for Cookery, Laundry Work, and Housewifery have been added to Kilsyth Academy; and at Falkirk a new "centre" has been opened for the teaching of Housewifery and Laundry Work. In the mining districts of Stirlingshire several new classes have been formed, and a teacher of Cookery is being appointed for the work of the schools under the St. Ninian's Board.

LAUNDRY WORK.

The number of schools in this division in which Laundry Work is taught has not increased to any appreciable extent.

Edinburgh and Leith.

In the city of Edinburgh instruction in this subject is given in five schools; while in Leith there are no classes.

Fife.
Stirling.

In many of the other districts throughout the Division, particularly in Fife and Stirling, the subject is taken alternately with Cookery. Much of the work done at these classes has been from time to time favourably commented upon.

Special need for good handling of this subject.

The popularity and success of this branch of domestic training depend to a very great extent upon the enthusiasm and common-sense displayed by the teacher in handling it. Unlike Cookery, it can be made positively distasteful to the pupils and thus of little educational or practical value.

Value of the subject.

The idea exists in the minds of many educational authorities that, as public laundries are now spread broadcast over the country, and as the practice of giving out the family washing has become so common, there is little need for teaching Laundry Work in schools. This theory, however, does not hold good, for, apart from the educational aspect of the subject, a girl stands a poor chance of becoming a capable home manager if she is ignorant of the art of washing and dressing clothes. The subject would be more generally taught if, when Cookery premises are being erected or reconstructed, they were made larger and adapted for both purposes.

GENERAL REPORT *for the year* 1907 *by* A. R. ANDREW, Esq., M.A., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION OF SCOTLAND.

Glasgow,
January, 1908.

MY LORDS,

I have the honour to present a General Report on the educational condition of the Western Division during the past year.

Changes of Staff.

Some changes in the Inspectorial Staff of the Division have taken place during the Session. On the transference of H.M. Inspector Mr. J. C. Smith to the Fifeshire District, H.M Inspector Dr. A. D. Thomson took charge of the Glasgow District, and his place in the Dumfries District was taken by H.M. Inspector Mr. D. Thompson. At the same time H.M. Inspector Mr. R. Harvey took charge of the Govan and Dumbarton District, and, in the Lanarkshire District, from which he was transferred, he was succeeded by H.M. Inspector Mr. G. Andrew, who had been for some time associated with him in this District. Mr. Andrew has been assisted by Mr. T. B. M. Lamb, who has, in the course of the year, received well-merited promotion to the rank of H.M. Inspector.

After long and honourable service Mr. J. Binnie, I.S.O., Sub-Inspector, has retired, and his place has been filled by the promotion of Mr. J. Wilson, Sub-Inspector, to the first class, and his transference from the Stirling District to Argyll and Renfrew.

SCHOOL SUPPLY.

Increased accommodation.

In every part of the Western Division the past year has witnessed a considerable increase in School accommodation by the provision of new buildings, and a series of improvements and reconstructions in the case of existing premises.

The ideas governing school architecture have shared in the general educational evolution, and the contrast, in point of convenience, rational arrangement and hygienic fitness, between a modern school and one built thirty years ago is a measure of the advance which has been made.

Modern School-buildings.

The type of building most in favour at present consists of a central hall well lighted from the roof, with staircases at each end leading to the railed galleries from which the classrooms open. The lower floor in many schools is devoted to the Infant and Lower Junior Classes, the middle floor to the rest of the Junior Division, and the upper floor to the Senior School. The Cloakrooms and Retiring-rooms are placed on each landing. Even in smaller schools a similar type is found to be most suitable. The new Infant School at Campbeltown is a good instance of such modification of the prevailing form, and the large new school at London Road, recently opened by the School Board of Glasgow, is a complete example of a fully and beautifully equipped modern school building. Under the Govan School Board a splendid new school, specially furnished and equipped for defective children, is nearing completion at Ibrox, and, when it is finished, it will be the best example of its kind, not only in the Western Division, but possibly in the whole of Scotland. The same School Board contemplate the erection of a new school to serve as a centre for Higher Grade work in Fairfield District. This school is specially planned for the purposes of Higher Grade, Continuation, and Technical Instruction; it will be devoted to these purposes only, and will be in every way worthy of the traditions of the Govan Parish School Board.

School furniture.

The improvement noticeable in the internal fittings and furniture of modern schools is not less striking than in the buildings themselves. Instead of long unwieldy desks made with little regard for the comfort of the pupils using them, dual or single desks, adjustable in many ways to the needs and age of the children, are provided. The windows give ample light where it is most required, the walls are bright with pictures, and all the apparatus necessary for instruction is of the best kind.

Schools of the sort described above are costly, but, apart from the fact that everything which tends to minimise the strain of teaching and of learning is a direct gain in economy of power, the unconscious, but far-reaching educational influence of space, light, fresh air, and pleasant physical environment on the pupils themselves is enough to justify the investment.

Provision of new schools in urban areas.

In the City Districts of Glasgow and Govan the provision of new schools is practically a constant factor in the School Board's expenditure. Whether as the result of the trend of population to the suburbs, noted in previous reports, or of the springing up of new industrial districts, these Boards have to face the expenditure involved in building one or more new schools each year. It is greatly to their credit, and deserves the notice and gratitude of the community, that this problem is faced in a spirit of wise economy combined with far-seeing liberality in the provision, without extravagance, of all that is really necessary.

Closing of superfluous Schools.

In last year's Report H.M. Inspector Mr. J. C. Smith remarked on the advisability of closing certain schools, rendered superfluous by the fluctuations of population and other causes in the area of the School Board of Glasgow. Since then three such schools have been closed, and the closing of a fourth is only a question of time.

The statement made last year, as to the need for increasing the school accommodation in the shipbuilding and other industrial districts of Dumbartonshire, has been fully borne out by the opening of two large and very finely equipped schools. New Schools in Dumbartonshire.

The question of new school buildings continues to be a pressing one in Lanarkshire, but Managers are alive to its importance, and considerable progress has been made in meeting urgent requirements. Five new schools have been opened, and, in almost all the larger districts, additional accommodation is either projected or in course of being provided. And Lanarkshire

Four schools have been closed in Ayrshire; for one of them a school under Article 19D. (a) has been substituted, and in another case a new school has been built. The closing of two of these schools has reduced the number of non-Catholic Voluntary Schools in this district to three. Ayrshire.

In the South-Western Section of the Division a similar reduction in the number of Voluntary Schools falls to be noted, three of these schools having passed under the control of School Boards. Dumfries District.

The diversified conditions and wide extent of the Renfrew and Argyll Districts necessarily imply constant change in the amount and quality of the school supply. Here also, there is mention of the closing of old, unsuitable, or superfluous schools, but several new schools have been opened, and a considerable number are in process of erection. The manner in which industrial conditions affect the question of school accommodation is strikingly exemplified in the case of Kinlochleven, which is thus referred to by H.M. Inspector Mr. Munro Fraser:— Renfrew and Argyll.

> "The opening of this school deserves more than a passing notice. The necessity for it has arisen from the building of a town (for it is nothing else) to accommodate the workers of the British Aluminium Company. Water-power for the production of the motive force required for the extraction of Aluminium from the substances in which it occurs is found in a chain of lochs in the neighbourhood, in connection with which extensive damming operations are approaching completion. It is calculated that, when things are in full working order, the population of Kinlochleven will amount to 6,000. If the use of Aluminium becomes popular, further advantage may may be taken of the physical features of the Highlands for manufacturing purposes, and a large addition made to the ranks of the industrial classes. The number of children at present on the roll of the school is 70, but that number will soon be largely exceeded."

The statistics of school supply given last year showed that twenty-six schools were then either planned or actually being built, while the figures for this year show that twenty-five new schools have been opened; with one exception, therefore, all the schools projected last year are now actually at work. This year eighteen new schools are still unfinished, but the majority of them will no doubt be in occupation at an early date. Comparison with last year.

Catholic Schools.

The ready response made by the Managers of Catholic Schools to the requirements of their increasing community again deserves hearty recognition. Among others the excellent premises opened at Mossend, Lanarkshire, may be mentioned as an instance of such action.

Extensions and reconstructions.

Throughout the Division a great amount of work has been done in the improvement, extension, and reconstruction of existing schools. Perhaps the most important fact in connection with this aspect of school supply is the number of schools to which additions have been or will be made, for the purposes of Higher Grade instruction. Notably in this connection mention may be made of the addition to Uddingston Grammar School, now completed, and the large addition in process of erection to Bellshill Academy for the purposes of a Junior Student Centre. In some cases, as at Springburn and Lockerbie, the new premises are of a temporary nature, in others they have involved, or will involve, the building of new permanent class-rooms, workshops and laboratories.

Accommodation for practical instruction.

The improvement of accommodation by the provision of greater facilities for practical instruction in connection with Supplementary Courses is a matter which will probably occupy the attention of Managers in many districts in the near future, and in some other respects, perhaps equally important, the reports of the District Inspectors show that the school accommodation of the Division is, notwithstanding the steady and even rapid progress described above, far from complete.

Cloakrooms and desks.

In the Glasgow area for example, cloak-room and desk accommodation in a large number of the older schools are unsatisfactory; wet clothing must be hung up in the school room (see report on School Hygiene), desks have no back supports, and some schools have no hall for physical exercises. The unsuitability of many of the desks in use is also referred to by H.M. Inspector Mr. G. Andrew in his report on the Lanarkshire District; desks without support for the back and desks of unsuitable height may be seriously injurious to the children who use them, and they should be as quickly as possible replaced by more modern furniture. This process of improving the school furniture has already been begun by the School Board of Glasgow, and it will, no doubt, be completed in a reasonable time.

Schools in noisy streets

The position of certain schools in Glasgow in the midst of busy and noisy streets is referred to by H.M. Inspector Dr. A. D. Thomson, who suggests that wood might be substituted for the stone paving which causes so large a part of the intolerable noise.

Other matters connected with school furniture and equipment will be referred to in the section of the Report dealing with School Hygiene.

A summary of the chief facts in regard to the school supply of the Division is given in the statistical table below:—

STATISTICS OF SCHOOL SUPPLY, 1907.

Number of District.	New Schools. (a) Opened.	(b) Building.	(c) Planned.	Extensions and Reconstructions. (a) Opened.	(b) Building.	(c) Planned.	Total.
No. 7. Dr. A. D. Thomson	7	1	2	2	-	-	12
No. 8. Mr. G. Andrew -	5	-	1	1	3	1	11
No. 9. Mr. Lobban -	1	-	-	3	2	6	12
No. 10. Mr. D. Thompson	3	1	1	3	3	-	11
No. 11. Mr. R. Harvey -	4	-	2	3	1	-	10
No. 12. Mr. Munro Fraser	5	7	3	5	-	-	20
Totals - -	25	9	9	17	9	7	76

ATTENDANCE AND EXEMPTION.

School Attendance Returns Western Division.

The summary of "School Attendance Returns" compiled for office purposes, by the Department brings out several interesting facts concerning the attendance of pupils in the Division. The figures are taken from tables which include pupils in attendance at *all* schools within the county areas, and are therefore applicable not only to Public Schools, Primary and Intermediate, but also to Secondary, Voluntary, and Private Schools.*

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* This fact accounts for the difference between the totals given here and those given in the tables appended to the section on Supplementary Courses, which deal with Primary and Intermediate State-aided Schools only; the latter refer to the year ended 31st August, 1907, the former to the year ended 31st December, 1906.

A test of regularity.

The chief element in the statistics by which the regularity of attendance can be gauged is the relation, expressed as a percentage, which obtains between the average number in attendance and the average number on the roll. As the number on the roll of all schools in the Division is 421,978 and the average number of pupils in attendance during the year was 372,647 this percentage is a little over 88, a number which closely approximates to the general percentage for Scotland (88·07).

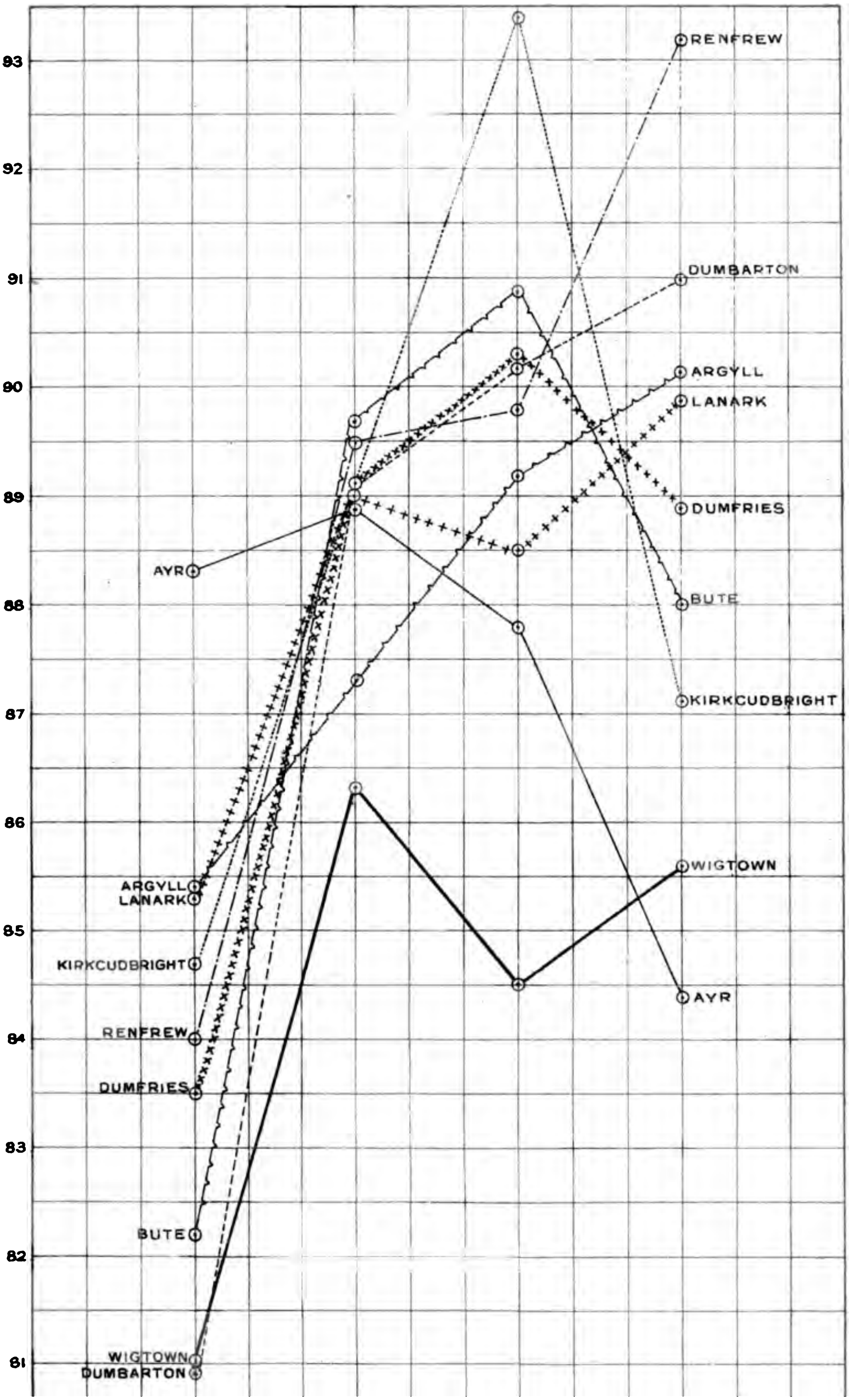
A comparison with last year.

As compared with last year, the roll of the Division shows an increase of 3,949, the average attendance of 4,955, and the "percentage" of nearly a unit. These facts indicate that the attendance at the schools in the Division has been quite as regular as it is in the country generally, and that it has, on the whole, been considerably more regular than in the previous year. Not only so, but the actual regularity of attendance indicated by the figure 88 must be regarded as very satisfactory, for it means that, all over, only about 12 children in every hundred were absent from school on most days of the year. Since, even in the schools where the attendance is most regular, this number is seldom less than 10, there is much reason for thinking that the increased efforts of school authorities to secure regularity in recent years have not been fruitless.

Attendance in the different counties.

In six of the nine counties composing the Division the average attendance has risen; it has decreased in Bute, Kirkcudbright, and Dumbarton, where in each case there is also a diminished roll. The number on the roll has also fallen in Argyll, but the average attendance and the percentage have both risen—a clear indication that the attendance in this county, where regularity encounters more natural obstacles than anywhere else, has decidedly improved. In only two counties (Dumbarton and Wigtown) is the percentage of regularity less than it was last year. In the former the relative difference is slight, but in the latter the figure of last year, already among the lowest in Scotland, has fallen from 85·34 to 85·13, although there is an increased roll—a disappointing result in view of the emphatic manner in which the attention of the School Authorities of the county has already been drawn to the state of the attendance within their area of jurisdiction. In the two neighbouring counties of Dumfries and Kirkcudbright the corresponding figures are 89·03 and 89·07 respectively, and these figures are not only much higher than in Wigtown, they not only exceed the average for Scotland, and the average for the Division, but they are absolutely the highest among the nine western counties. One has difficulty in believing that there can be anything in the circumstances of the third county in the district to account for this great difference except the cause indicated in last year's Report—the continued apathy and inactivity of the authorities responsible for carrying out the compulsory clauses within this area.

PERCENTAGE OF AVERAGE ATTENDANCE TO AVERAGE ROLL IN EACH AGE-GROUP.



Attendance in Wigtownshire.

If we analyse the figures for Wigtownshire still further we find that the percentage for the various age groups is as follows:—

Age.	
5–7	81·01.
7–12	86·78.
12–14	84·54.
Over 14	85·61.

The percentage might naturally be expected, in a country district where young children have often to walk long distances to school, to be lowest in the lower age groups, and this is the case in the first group. It might also be expected to be highest in the age group over 14, because those children are in most cases attending Higher Grade or Secondary Schools, and are therefore completing a three or more years' course of Higher Education, but it is a striking fact that in the age groups 7–12 and 12–14, the attendance is 2 per cent. better for the lower than for the higher of the two groups. This entirely bears out the remark made by H.M. Inspector Mr. D. Thompson, that a poor attendance in the higher classes is often masked by a good attendance in the lower part of the school, and it hardly seems an unfair deduction that the irregularity is caused by the unjustifiable withdrawal of the older children for casual employment.

General conclusions from the statistics for Age-groups.

A similar analysis of the numbers in each age group in each county of the Division seems to bear out the following conclusions as to the state of school attendance. Further illustration of these conclusions will be found in the Graphs accompanying this section.

1. The children in the lowest age group are the most irregular, the general percentage for this group being 85·1. The figures, however, range from about 81 in Wigtown and Dumbarton to over 88 in Ayrshire; this last percentage shows that Infants in this county attend with great regularity, a fact that may be attributed to the method of shortening the school day largely used in this area. Mr. Lobban refers to this practice in the following terms:—

> "The attractions of the shortened day are having their effect in bringing children to school at a reasonably early age. There has been marked improvement in this direction in recent years, and the majority of the pupils now begin their school life before they reach the age of six.

2. In every county the attendance in the next age group (7–12) is very much better than in the infant group. The average percentage for the group is 89·4–nearly 5 per cent. more than in the group below. Six out of the nine counties approach this figure very closely, those which fall markedly below it being Argyll and Wigtown. This is the group of greatest average regularity in Ayrshire and Wigtownshire only, but in Ayrshire the early

entry of children and their greater regularity in the previous age group are factors which compensate to some extent for a subsequent falling off in the higher groups. In the other counties the attendance as a rule becomes more regular with the increasing age of the pupils.

3. In the third age group (12–14) the regularity of attendance increases as compared with the two lower groups in six of the counties, the exceptions to this rule being Ayr, Wigtown and Lanark. In Ayr and Lanark the difference is slight, but in Wigtown, as has already been indicated, it is considerable. This is the group of children whose attendance is most regular in Bute, Dumfries and Kirkcudbright.

4. The age group of children over 14 attend under different conditions from those below that age: their attendance is not compulsory, they belong in many cases to a different social class from the mass of pupils below that age, and the great majority of them are pupils of Higher Grade, Secondary, or Private Schools. It is natural, therefore, to find that in several counties this is the most regular group of pupils, and that the percentage of this group is on the average the highest. It is 90·8, and this is the most regular age group in Argyll, Dumbarton, Lanark and Renfrew. If we exclude the age group over 14, thus dealing only with children in Elementary Schools, or at the primary stage, we find that the attendance gains in regularity with the age of the pupils in Argyll, Bute, Dumbarton, Dumfries, Kirkcudbright and Renfrew. Hence Mr. Thompson's remark already quoted appears to be strictly applicable to Wigtownshire only.

5. Two particular facts remain unaccounted for (*a*) the very low percentage of the first age group in Dumbartonshire, and (*b*) the low percentage of the highest age group (over 14) in Ayrshire. There seems no reason why children in a county largely urban and industrial like Dumbarton should be so irregular at the earliest stage, and as little can one guess the cause of irregularity over 14 in Ayrshire, which is well supplied with Higher Grade and Secondary Schools, unless it be that in many Supplementary Courses in this county there is a large amount of intermittent attendance after the compulsory age.

Completeness of Roll.

From the source already drawn upon certain statistics as to completeness of roll may be cited on account of their bearing, not only upon the average attendance in each age group, but also on the final product of the Primary Schools as shown by the number completing the curriculum and obtaining the Merit Certificate; for, as Dr. A. D. Thomson remarks, it is, if not impossible, at least very difficult for an average child who enters a year later than the proper age, to pass through the school and spend a year in a Supplementary Course before he is fourteen.

Without entering into details, I may say that the totals for the Division show the following results :—

Results deduced from the statistics.

(*a*). Nearly 78 per cent. of the children between 5 and 7 are on the roll of the schools. It will be seen at once that this represents only a fair proportion of such children, and that there must be a large number of parents who deliberately withhold their children from school till after they are 7 years of age. After making every allowance for children who are educated at home in the early stages, it is obvious that a very large number are simply evading the compulsory law, and are thus adding to the total of those who fail to complete the curriculum of the Primary Schools.

(*b*). It is very satisfactory to find that in both the higher age groups, 7–12 and 12–14, the roll is reasonably complete. In the one case 96·3 per cent. and in the other 93·7 per cent. of the children at these ages being, if not in attendance, at least enrolled in some school within the Divison. The smaller number in the higher age group is, of course, in part accounted for by the number of pupils at this age exempted in each School Board area.

EXEMPTION.

Exemption and rate of exemption.

The total number of pupils in the Division exempted from attendance at school before the age of 14 last year was 3,539, an exemption rate of about 8 pupils per thousand on the total roll and of rather less than 40 per thousand of the roll between 12-14. As nearly every exempted pupil belongs to this age group the latter figure will be used for purposes of comparison. On this basis the exemption rate for each county is given below but it must be remembered that the term "Lanark" includes Glasgow and Govan, and that in these urban areas the exemptions are comparatively few, and are dealt with separately in what follows:—

County.	Roll between 12–14.	Exemptions.	Rate per thousand on roll of age group 12–14.
Argyll - - - -	2,708	26	9·60
Ayr - - - - -	10,091	1,260	124·86
Bute - - - - -	619	29	46·88
Dumbarton - - -	4,608	126	27·39
Dumfries - - - -	2,854	61	21·37
Kirkcudbright - - -	1,352	40	37·19
Lanark - - - -	52,476	1,518	28·92
Renfrew - - - -	12,685	381	30·03
Wigtown - - - -	1,398	98	70·10
Totals - -	88,791	3,539	39·85

Extreme rates.

The extremely low rate of exemption in Argyll will at once be noticed; and the equally extreme rate in the opposite direction which characterizes Ayrshire is no less remarkable. In this connection H.M. Inspector Mr. Lobban has the following pointed remarks:—

> "The worst feature of the attendance is the altogether abnormal extent to which the practice of granting "Exemption" has been carried. There is nothing in the circumstances of Ayrshire to account for its unenviable position as easily the chief defaulter in this respect. There can be little doubt that the really necessitous cases form but a small proportion of the total number of exemptions. The evil is not lessening, if anything it is spreading, and drastic measures are required to check its progress. If an example were made of one or two of the worst offenders, the effect on the whole county would be beneficial."

Wigtownshire, as might be expected from the irregularity of the attendance, has also a very high exemption rate. Bute is the only other county above the average: in all other cases the rate of exemption, while lower than the average of this year, is, except in Dumfries, considerably higher than the average of the previous year.

Increase in exemptions.

The total number of exemptions has risen from 2,176 last year to 3,539, an increase of 1,364. As the roll between 12 and 14 is less by 433 than it was last year, this cannot be regarded as a satisfactory state of matters, and this feeling is strengthened by the consideration that the exemption rate per thousand of last year, which was 24·60, has now risen to close upon 40.

When the numbers exempted in each county for two successive years are compared it is found that there is an increase in every case except in Argyll and Wigtown, and in both of these cases the decrease is small. The general conclusion must therefore be drawn that, rightly or wrongly, School Boards in the Division generally have been granting exemption on a more liberal scale than in the past, and that, in two cases at least, their liberality appears to exceed any reasonable necessity, while in the case of Ayrshire it seems to be both indiscriminate and hurtful.

A comparison.

It may be safely asserted that there is more real poverty in the urban areas of Glasgow and Govan than in any other part of the Division—even in the thickly-peopled industrial districts of Ayrshire. Yet in the schools under the School Board of Glasgow only 71 pupils were exempted last year (1907) as compared with 120 in the previous year (1906). The corresponding figures for Govan are 250 and 157—an exemption rate for the urban area of about nine per thousand. It cannot be contended, if exemption is to be granted only to children in "necessitous circumstances," that such children are more numerous in Ayrshire and Wigtownshire than they are in Govan and Glasgow, and if they are not more numerous the inference from the statistics is irresistible.

Conditional exemption.

The pupils exempted conditionally outnumber considerably those who have been unconditionally released from school attendance, but the condition imposed is usually attendance at an Evening Continuation Class. How this works—or rather does *not* work—in practice will be dealt with in the Report on Continuation Classes (*q.v.*), but it may be said here that the exempted pupil, whether through weariness or indifference, does not greatly improve his attainments by such attendance, and that he frequently exchanges a considerable part of his day school life for a very brief and intermittent attendance at an evening class.

A brief summary of the reports of the District Inspectors on attendance and exemption will further illustrate the points dealt with in the preceding paragraphs.

Glasgow District: H.M. Inspector, *Dr. A. D. Thomson.*

H.M. Inspector, Dr. A. Douglas Thomson points out that the percentage of average attendance to the average roll in Glasgow Schools has fallen from 87 to 86·8, and that it is below the average for Scotland (88·07). This comparatively low percentage is, perhaps, to some extent accounted for by the stringent rules of the Board regarding withdrawal of names from the roll. There were only 302 cases in 1907 where the circumstances justified the prosecution of the defaulting parent or guardian, and the corresponding number (241) in 1906 was still smaller. The activity and vigilance of the Board in administering the compulsory clauses is shown by the fact that 4,995 cases of default were dealt with in committee.

In Glasgow both the total roll and the total average attendance are less this year, but on the other hand Dr. Thomson refers to the satisfactory increase on the roll of pupils under 7, and to the increased average attendance in Infant Divisions, in Supplementary Courses, Higher Grade Departments, and special classes for defective children. There is still room for improvement, however, and that this is well understood by the Board is evident from the following remark made by the Chairman, and quoted by Dr. Thomson:—

> "In moving the adoption of the report the Chairman of the Board remarked that they must not be satisfied till they got every healthy child to school between the ages of five and six years."

The question of completeness of roll in Glasgow continues, therefore, to engage the attention of the School Authorities. In spite of the slight improvement noted this year and last year, nothing like completeness of roll exists between the ages of five and six. Between 6 and 14, 96 per cent. of the estimated population at those ages are on the registers; between five and six less than 50 per cent. of the children are on the roll of any school. The actual number of such children not on the roll is 6,709, and it is interesting to compare this with the figures for the two preceding years. In December, 1905, the deficiency was 7,672, in 1906 it was 7,091, and as already stated in 1907 it was 6,709, so that, though the encouraging improvement spoken of in last year's Report has not been maintained, yet fair progress has been made in this important matter.

As a result of this deficiency in the roll of children between 5 and 6, Dr. Thomson remarks that "late entry" is still characteristic of the Glasgow Schools, and he speaks strongly of the effect of "late entry" on the number of pupils who complete the curriculum.

Lanarkshire District: H.M. Inspector, *Mr. G. Andrew.*

In the Report on the attendance in Lanarkshire a number of very important points are discussed: First, the comparative slackness in working the compulsory clauses prevailing in certain large centres, and, second, two of the causes which lead to such slackness on the part of School Boards. The first cause is defective school supply. In many cases the school population has outgrown the school accommodation, hence any effort to get a complete roll, and to enforce entry at the legal age only emphasises the deficiencies. School Boards therefore take no definite census of the school population, or only take such a census at wide intervals of time. It is suggested that one census at least should be taken by each Board during its term of office, and two illustrative cases are given showing the necessity for such action. Bothwell School Board recently found that 1,316 children of school age within its area were not attending any school, and in the case of Dalziel School Board the number of such children was already 300, although the census was still incomplete.

H.M.I. Mr. Andrew also points out the serious effects on educational efficiency of the "late entry" of pupils—such pupils spoil, or at least hamper, the organization of the school, and they generally leave before completing its curriculum; but the effect on the parents is equally, or even more, serious, for they come to think that 6 and not 5 is the legal age of entry, and they act accordingly.

This suggests the second cause of the lack of vigour in enforcing the compulsory clauses. Failure to send a child to school at 5 is not looked upon by magistrates as a punishable offence, and there is a growing vague feeling that 5 is rather an early age to begin school life. Consequently there is difficulty in securing convictions against defaulters.

School Managers may, however, educate public opinion on this point, and Mr. Andrew hopes that, as many important Boards are becoming active in the matter, there will be marked improvement next year.

So far as the pupils actually on the roll are concerned regularity is reasonably satisfactory, but there is a minority of pupils of whom Mr. Andrew says:—

> "Defaulters, truants, malingerers, mother-helpers and the like have to be constantly watched, if anything at all is to be made of their education, and it must be the constant effort of local authorities to keep this minority as small as possible."

Compulsory officers are generally zealous and efficient, but it would appear from the report on the subject sent in by Sub-Inspector Mr. Shanks that they are occasionally insufficient in number and that they are sometimes not effectively supported by the School Board which employs them. Mr. Shanks also points out, as a cause of irregularity, the feeling which has sprung up among a certain class of parents, since the extension of the school age, that, as the pupils must attend till they are 14, there is "no harm in keeping them at home occasionally." But intermittent attendance is more disastrous educationally than prolonged absence, and it is much less easy to deal with. The influence of the teacher, rightly exerted, is better than even the most effective legal machinery in combating the tendency to keep children at home for merely trivial causes.

Intermittent attendance appears to be more common in the industrial areas than in rural districts. In typical cases it was found that only 5·6 per cent. of the country children, who had long distances to walk, were absent, while of the colliery children, whose schools were close at hand, 29 per cent. were detained at home.

Mr. Andrew has the following remarks on the subject of exemptions in Lanarkshire, where, as has already been indicated, the rate of exemption would in all probability be much higher were it not for the very small number of exempted pupils to be found in the Glasgow and Govan areas, which are included in the statistics for the whole county:—

> "While Boards varied very considerably in their attitude towards this question, in too many cases the standard of what constituted 'necessitous circumstances' was pitched ridiculously low, and many selfish parents were enabled to exploit their children in the mine or in the foundry without any regard to their education or welfare. In some mining villages it had come to be regarded as the natural procedure for a parent earning 25*s.* or 30*s.* a week, to ask exemption for his boys on reaching the age of 12, and in far too many cases such exemptions were granted."

Ayrshire District: H.M. Inspector, *Mr. Lobban.*

The following quotation from H.M. Inspector Mr. Lobban's report on Ayrshire is important:—

> "In my last report I referred to the practice of 'purging the roll' for the purpose of showing a high percentage of attendance. That tendency has disappeared and the statistics bearing on the subject of attendance may be accepted as substantially correct."

Mr. Lobban also refers to the marked improvement which has taken place in the age of entry. This is clearly seen by the statistics which have already been given, and Mr. Lobban supplies, in addition to the shortened day for the infants, two additional causes for the position which Ayrshire occupies in this respect. These are the increased activity of School Boards and the "fixed dates of enrolment," which have been introduced into infant departments.

The question of exemption in Ayrshire has already been fully dealt with, but the attention of School Boards in the county may again be drawn to the altogether abnormal number of exemptions and to the emphatic opinion on this subject expressed by H.M. Inspector for the District.

Dumfries District: H.M. Inspector *Mr. D. Thompson.*

H.M. Inspector Mr. David Thompson remarks that the ordinary circumstances of a school do not always account for the fluctuations in the attendance, for the highest attendance is often in the weeks preceding the intimated visit of the Inspector. This, perhaps, is additional proof of what can be done by means of the teacher's personal influence.

Where Managers encourage regularity as well as compel it, very satisfactory results are obtained.

> "There cannot be a doubt that in some, nay rather, many parts much more might be done by the Managers both to encourage and to enforce regularity. In some parts no thought seems to be given to encouraging attendance. The mere receiving of reports from teachers and officers avails nothing; vigorous measures should be taken when the reports demand them. On the other hand, very satisfactory, sometimes even excellent, attendance is secured where Boards show real interest in the education of the children."

Neither H.M. Inspector Mr. Harvey* nor H.M. Inspector Mr. D. Munro Fraser refer specially to the attendance in their districts, but the main facts have already been dealt with in the early paragraphs of this section.

JUNIOR STUDENTS.

The Junior Student system.

Although it is still too soon to form an adequate estimate of the far-reaching results of the establishment of the Provincial Committees for the Training of Teachers, or of the equally important effects which must follow upon the working out of the Training Regulations, there is one portion of the training system, and that not the least important, which comes directly under the notice of the Chief Inspector of the Division, and which may, therefore, as it has been for a full year in operation, now receive more particular notice. This is the Junior Student System, which has, to a very large extent in this Division, superseded the pupil teacher system.

What the new system involves.

The essence of the change is perceptible even in the new name; the junior student is essentially a student, the pupil teacher was virtually a teacher. In the case of the former the general culture of the individual is the aim of the course, in the case of the latter a measure of skill in class management was, at the best, its final outcome. In the one case professional training is subordinated, but not neglected or omitted; in the other, general education was often subordinated, and some of its essentials not unfrequently omitted. Even where the pupil teacher system survives, the conditions have been so ameliorated by recent regulations that a fair approximation to the work of the Junior Student Course is demanded of all, and the actual labour and responsibility of teaching have, to a large extent, been removed from boys and girls who, because of their general immaturity of mind and body, are distinctly unfitted to bear it.

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* From statistics supplied by the Govan School Board's Chief Compulsory Officer, it appears that the percentage of average attendance to the average roll for the year ending June, 1907, is in the Public Schools 87·3 and in the Roman Catholic Schools 87·6; both figures compare favourably with those for Glasgow.

New conditions for Pupil-Teachers.

Forty schools in the Division have, at the date of this report, been recognised as Junior Student Centres;* twenty-seven of these centres are Higher Grade Schools whose organisation and staff permit the student to pass through a full curriculum of secondary education to the stage of the complete Leaving Certificate; the remainder are, with one exception, Secondary Schools; the exception is the Glasgow Pupil Teacher Institute, which in the meantime retains its somewhat anomalous position as both a Junior Student Centre and a Central Institution for the Instruction of Pupil Teachers.

Junior Student centres.

The details of the actual enrolment of Junior Students at these centres will be seen from the statistical table appended to this section, but the large total enrolment affords clear proof that, in this Division at least, little apprehension need be felt as to the adequacy of the supply of teachers in the future.

Enrolment at centres.

The comprehensive curriculum of the Junior Student Centres, and the success which has hitherto attended the instruction given in these schools, afford satisfactory guarantees that the Junior Students will leave the centres with a thoroughly adequate general education, and, doubtless, as the system is gradually developed, with a fitness for specialised University, Technical, and Professional Training, to which, even in the best circumstances, the most industrious pupil teacher could scarcely hope to attain.

Curriculum for Junior Students.

In all the centres Masters of Method have been appointed, and enquiry has elicited the fact that their schemes of training vary considerably both in regard to the time devoted to the work and in the methods by which it is done.

Schemes for practical training.

It is no doubt desirable that a school should, within certain limits, determine from its own circumstances what can be done in this matter, and so long as practical training receives the amount of attention which the new system postulates, undue interference with the freedom of the Managers to formulate their own scheme of training is to be deprecated.

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* Some of these have at present "provisional recognition" only.

General Principles. At the same time an attempt may here be made to formulate some general principles which should regulate any judiciously framed scheme of training.

1. The amount of time to be given to practical training should be graded according to the different years of the course, increasing gradually from the first to the third. The actual distribution of the time must be left to the Master of Method in consultation with the Head of the School, but it would appear that the scheme adopted by the School Board of Glasgow of giving a certain time per week in the months before Easter, and increasing this amount in the succeeding weeks, has obvious advantages. It is assumed that in working out his scheme the Master of Method will bear in mind the great importance of not allowing practical training to interfere unduly with the Students' class work, or with the organisation of the instructional classes.

2. The total number of hours to be devoted to the practical training of the Students will, of course, vary with the schools, but certain limitations have been generally approved. The total amount of time should not, it is believed, greatly exceed three hundred hours, nor should it fall much below two hundred and forty.

3. The place which Theoretical Instruction in Education should hold in the scheme is important. Care must be taken, on the one hand, not to usurp the province of the Lecturers on Education and Method at the Training Centres, and, on the other, to avoid making the Student's practical instruction wholly empirical, and therefore unintelligent.

4. The theoretical lessons given should be such as can be readily and immediately translated into practice, when the student is in presence of his class; they should therefore be so framed that during his course the Student may learn the elements of class management and discipline, and the essentials of method in relation to the teaching of the primary subjects. It seems to follow that, wherever this is possible, the Master of Method should not only give the Theoretical Instruction, but should personally supervise the Student's practice.

5. As to the actual method of work it seems obvious that at first it should be largely observational, and that, in consequence, fairly large sections of students may be admitted to selected classes at a time. Their observation of the methods used might well be guided by the preceding theoretical lesson, recorded at the practical lesson, and discussed at the succeeding theoretical lesson. When it is judged expedient to begin actual practice of teaching, the sections dealt with must be smaller, and greater difficulty in organising the work in relation to other subjects will be encountered, but means will no doubt be found to enable all to share equally in the practice, without detriment to the non-professional course of study.

Physical Training of Junior Students.

From Captain Foster's General Report quoted in the section on Hygiene and Physical Training, it is evident that this part of the Junior Student Course has benefited, and will still further benefit by the appointment of competent and suitable instructors. At several centres in the Division the Managers have shown a very praiseworthy readiness to act upon Capt. Foster's recommendation in this and other respects, and there is every reason to believe that this most important side of the Junior Student's training will steadily improve in efficiency.

Characteristics of the Students.

So far as my own observation of the Junior Students on the roll enables me to form an opinion, and I have seen the Student's at every one of the Centres, I think it is undoubtedly the case that they form a singularly intelligent and promising set of pupils, and this opinion is universally confirmed by the headmasters and teachers of the various centres.

STATISTICS OF JUNIOR STUDENT CENTRES.

Number of Centres 40.

Numbers Enrolled to Date, December 1907.

Name of Centre.	1st Year.			2nd Year.			Left for Training Centre.	Total. Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Campbeltown Grammar School - - - -	3	7	10	–	–	–	–	10
Dunoon Grammar School	4	6	10	–	4	4	–	14
Oban High School - -	3	9	12	1	5	6	1	19
Ardrossan Academy - -	1	9	10	2	5	7	–	17
Ayr Academy - - -	2	12	14	1	1	2	–	16
Beith Spier's School -	2	10	12	4	3	7	1	20
Girvan (Town) Higher Grade School - -	3	2	5	2	3	5	–	10
Irvine Royal Academy -	7	12	19	1	4	5	–	24
Kilmarnock Academy -	7	24	31	1	17	18	–	49
Carried forward -	32	91	123	12	42	54	2	179

STATISTICS OF JUNIOR STUDENT CENTRES—*continued.*

Name of Centre.	1st Year.			2nd Year.			Left for Training Centre.	Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Brought forward -	32	91	123	12	42	54	2	179
Rothesay Academy - -	1	1	2	-	–	-	–	2
Old Kilpatrick, Clydebank Higher Grade School -	5	18	23	5	3	8	–	31
Dumbarton Academy -	1	8	9	1	5	6	–	15
Row, Helensburgh Hermitage Higher Grade School	1	6	7	–	1	1	–	8
Dumfries Academy - -	5	27	32	–	1	1	–	33
Dumfries, Mount St. Michael's College - -	2	–	2	–	–	–	–	2
Kirkcudbright Academy -	1	2	3	1	1	2	–	5
Airdrie Academy - -	5	4	9	–	1	1	-	10
Biggar High School - -	1	6	7	–	1	1	–	8
Bothwell, Bellshill Academy - - - -	5	7	12	–	–	–	–	12
Cambusnethan, Wishaw High School - -	4	12	16	1	2	3	–	19
Coatbridge Higher Grade School - - - -	6	17	23	–	–	–	–	23
Dalziel High School -	–	14	14	3	6	9	–	23
Glasgow, Hutchesons' Boys' Grammar School -	8	–	8	–	–	–	–	8
Carried forward -	77	213	290	23	63	86	2	378

STATISTICS OF JUNIOR STUDENT CENTRES—*continued.*

Name of Centre.	1st Year.			2nd Year.			Left for Training Centre.	Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Brought forward -	77	213	290	23	63	86	2	378
Glasgow, Hutchesons' Girls' Grammar School	–	5	5	–	3	3	–	8
Glasgow, Kent Road Higher Grade School -	6	14	20	–	–	–	–	20
Glasgow Pupil Teachers' Institute - - -	9	33	42	4	30	34	2	78
Glasgow, Whitehill Higher Grade School - -	11	21	32	–	–	–	-	32
Glasgow, Woodside Higher Grade School - -	6	20	26	–	–	–	–	26
Glasgow, St. Mungo's Academy - - -	13	–	13	6	–	6	–	19
Govan, Dowanhill R. C. Higher Grade School -	–	30	30	–	1	1	–	31
Bellahouston Academy, Higher Grade School -	–	–	–	7	12	19	–	19
Albert Road Pollokshields Higher Grade School -	8	33	41	–	–	–	–	41
Hamilton Academy - -	7	37	44	2	4	6	–	50
Lanark Grammar School -	1	5	6	–	3	3	–	9
Maryhill, North Kelvinside Higher Grade School	6	7	13	2	2	4	–	17
Carried forward -	144	418	562	44	118	162	4	728

STATISTICS OF JUNIOR STUDENT CENTRES—*continued.*

Name of Centre.	1st Year.			2nd Year.			Left for Training Centre.	Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Brought forward -	144	418	562	44	118	162	4	728
Cathcart, Queen's Park Higher Grade School -	2	16	18	–	10	10	–	28
Greenock, Holmscroft Higher Grade School -	7	15	22	3	15	18	–	40
Paisley Grammar School -	9	13	22	3	3	6	–	28
Newton Stewart, Douglas High School (Girls) -	–	4	4	–	2	2	2	8
Newton Stewart, Ewart High School (Boys) -	–	–	–	–	–	–	2	2
Totals - - -	162	466	628	50	148	198	8	834

TEACHING STAFF AND ORGANISATION.

Staff of Teachers—Glasgow.

The Teaching Staff in the Glasgow District is maintained at a satisfactory level in respect of both numbers and qualifications. H.M. Inspector Dr. A. D. Thomson quotes from the Board's Annual Report a passage showing the number of Graduate Teachers on the Staff, and stating the facilities granted by the Board to Class Teachers who desire to complete a University Curriculum.

In the Roman Catholic Schools in this District the Staff is not so satisfactory either in numbers or in qualifications, as in the Public Schools. In both respects, however, there has been improvement, but there is room for still greater progress.

Lanarkshire: A suggestion. H.M. Inspector, *Mr. Lamb.*

In the Report on Lanarkshire H.M. Inspector Mr. Lamb reports that the schools he has visited are, as a rule, and "*taken as wholes*" sufficiently staffed, but it is not uncommon to find organisation disturbed by the temporary absence of one teacher. Where this is the case, Managers have apparently provided only the bare minimum of necessary teaching power, and this in itself is an instance of false economy. Mr. Lamb goes on to suggest that large School Boards should have one or more teachers on their "unattached" list who would be available for temporary service where required, and that there should be one such teacher for every school with over a thousand in average attendance. The disappearance of the Pupil-Teacher system makes this matter more urgent than formerly.

Govan and Dumbarton: H.M. Inspector, *Mr. Harvey.*

In the Report on the Govan and Dumbarton District, H.M. Inspector Mr. Harvey has the following tribute to the general efficiency of the teaching staff:—

> "The Teachers both in Govan and Dumbartonshire are, taken as a whole, zealous, skilful and efficient. Faults of instruction and organisation, of course, occur, but I have seldom detected any signs of carelessness or inattention."

The Pupil-Teacher System: H.M. Inspector, *Mr. Munro Fraser.*

H.M. Inspector Mr. Munro Fraser rightly regards the "passing of the Pupil-Teacher sytem" as the principal event of the year, and he gives some interesting details of the steps involved in the transition from the one system to the other. In Argyllshire, Pupil-Teachers, on cancelling their engagements, were accepted by the County Committee as Junior Students, or as Intermediate Bursars. Many cases of similar action were to be found in Renfrewshire also; the important School Boards of Paisley and Greenock resolved to enrol no more Pupil-Teachers, and they sent those who were completing their engagement to Central Schools for instruction on alternate days. Proposals for new indentures had been, at the date of the report, received from only five Schools in the District. The effects of the change have been welcomed by the Pupil-Teachers who have become Junior Students or Bursars, and, though the amount of study demanded from the others is greater than formerly, the strain of such work is diminished by the larger amount of time available for it.

Supply of Teachers in remote districts.

Mr. Fraser in a most interesting section of his report deals with the difficulty of obtaining a sufficient supply of good teachers in remote districts. His remarks on this subject and his suggestions for remedying the evils complained of are quoted in full below:—

> "In the remoter districts of Argyll, School Boards continue to find considerable difficulty in filling vacant positions. Large sums are spent on advertising, and when an appointment has been made, not unfrequently the successful applicant declines to come, having obtained more congenial employment elsewhere. Meanwhile the second applicant on the list has been making enquiry into the local circumstances, especially the character of the dwelling house that is attached to the school, and in her turn declines, and proceedings have to be begun *de novo.* In justification of cases like the latter, I am bound to say that some Schools Boards are indifferent to the comfort of their teachers.
>
> "If teachers formed a branch of the Civil Service, the difficulty referred to could easily be solved. In the Inland Revenue Service, an officer may be in the wilds of the Highlands to-day and in the heart of civilisation to-morrow. And the difficulty, if not entirely surmounted, would be much lessened, if the management of educational affairs were entrusted to larger School Boards, who could promote teachers from the smaller schools to more enlarged spheres of duty after a limited term of service. But in the meantime the Scotch Education Department itself might possibly formulate a plan that would at once do justice to dwellers in the outlying districts and open a career to teachers of ability. Applications might be invited from Senior Students in the Training Colleges who would be prepared to serve

for a minimum of two or three years in these districts at salaries that in the case of female teachers might range from £100 to £120, three-fifths of this sum to be paid by the School Board and two-fifths by the Treasury A list of these Students could be kept by the Provincial Committees, to whom School Boards that were willing to enter into the proposed arrangements could apply for suitable teachers. A large proportion of these teachers would no doubt be Highland teachers, and it might be advisable as a general rule so to distribute them as to prevent them from going back to their native Parishes. Only the best teachers would be chosen for these positions; they would have a distinctive name, which would be a guarantee of skill and furnish a claim for future promotion."

The changes in organisation.

The methods of organisation and classification adopted in elementary schools to meet the more recent conditions involved in the extension of the legal age of school attendance, the consequent establishment of the "Qualifying Examination," of Supplementary Courses, and of Higher Grade Schools were fully discussed in last year's General Report, and it is evident from the Reports of the District Inspectors that these problems, although they still present difficulties in detail, are, in their main elements, steadily progressing towards a permanently satisfactory solution.

The relation between Infant and Junior Divisions—A suggestion: H.M. Inspector, *Dr. A. D. Thomson.*

One of the most important details of organisation is referred to by Dr. A. D. Thomson. In last year's report it was stated that a certain "discontinuity of Method" between the Infant and the Junior Divisions exists in many schools, and that in these schools "the pupil is at once in a different, and less stimulating intellectual and moral atmosphere the moment he leaves the precincts of the Infant Department" and the suggestion was there made that "the spirit, and, to some extent, the methods of the Infant Department should be extended to the Junior Division." Dr. Thomson, as will be seen in the passage quoted below, would go a step farther, and would enlarge the sphere of the Infant Mistress by giving her the supervision of certain Junior Classes, and this suggestion is entirely in agreement with the recommendation of last year that "the boundary line between classes and divisions, and particularly between the Infant and Junior Division, should be a waving line, certainly not a hard and fast straight line."

> "There seems to be no valid reason why the sphere of the Infant Mistress should not be so extended as to cover that critical period at which the transition from infant to junior work is being accomplished. Such a change would secure for the lowest junior classes that close supervision which yields such excellent results in the Infant Division."

That the supervision of the Infant Mistress at this stage would be beneficial is certain, for if there is an inexperienced or weak teacher anywhere in a large school it is here that she will often be found, and it is precisely here, therefore, that the greatest delay in promotion occurs, and that most supervision and advice are necessary.

Relative size of Divisions, Instructional and Age Divisions.

It is pointed out by Dr. Thomson that the Senior Division ought to be the largest, but that in the Glasgow Schools it frequently is less than the Junior Division and even less than the Infants. This refers to instructional not to age divisions, and Dr.

Thomson gives as the reason for this relation among the Divisions, where classification is correctly carried out, that, while it may be possible to save a year in the primary course, it is admittedly difficult to do this in the upper classes of the school, corresponding to the former 4th, 5th and 6th Standards. On this point it may be remarked that the statistics given in the Glasgow Board's Annual Report (January, 1908) show that the average attendance in the age group over 10 is greater than the attendance in each of the other divisions in 62 out of 75 of the Board's Schools. It would appear therefore from Dr. Thomson's statement that in the majority of these schools the instructional divisions do not correspond, as, in a general way, they should do, with the age divisions on which the grant is paid, and this implies a pretty general lack of correspondence between the age and the attainments of the pupils.

Other details of organisation —Glasgow District.

The following quotations from Dr. Thomson's Report deal further with this and other details of organisation in his district:—

1 "In a small senior division it is frequently found that promotion is determined not so much by progress as by the rapidity with which the upper classes are depleted by the withdrawal of pupils who reach the age of 14. Classification, which ought to be based on attainment, then becomes a matter of convenience, with the result that many pupils who appear to complete the curriculum do so only by the omission of essential portions of the scheme of work."

2. "Moreover it is painfully apparent that the pupils whose advancement with respect to age is unsatisfactory lose interest in their work long before they leave school, and that their indifference proves contagious. The lot of the teacher is too often to lead 'a flock that thirsts not to a stream abhorred.' The truth would seem to be that, owing to the congestion which prevails in the Junior Division, comparatively few of the Glasgow schools can have a really strong Senior Division—a conclusion which is confirmed by the small proportion of candidates who are presented for the Qualifying Examination in their thirteenth year."

3. "One point I wish strongly to emphasise. I refer to the ignorance which class teachers show of the complete scheme of school work. I would suggest that there should be put into the hands of every class teacher a copy of the scheme of work for the whole school. As it is, he usually has only that part of the scheme which affects the particular class with which he is dealing; and the tendency is to work in compartments as tight as ever the old 'Standards' were. Further it is highly desirable that the record of work for each class should be passed on with the class. It is only in this way that a new teacher can be reasonably certain of what the class has already done. History—especially when taught on the concentric system—is perhaps the subject where uncertainty in this matter has the most serious effects."

Lanarkshire District: H.M. Inspector, *Mr. G. Andrew.*

Special attention during the past year has been paid to organisation in the Lanarkshire District. The problem has been approached from the point of view of the Qualifying Examination and the Supplementary Course, the object being to secure such modifications of classification and instruction as will result in a much larger proportion of the pupils reaching the goal of the Elementary Curriculum before leaving school. Good progress has been made in solving this, the most important problem for the schools at present, but much still remains to be done, and the main difficulty—"the tradition of the Standards"—has not yet in many places finally disappeared.

Reorganisation of Schools. All the better schools in Lanarkshire are now arranging *a five years course* from the Infant Department to the stage of the Qualifying Examination, and this will, in a few years, be the universal procedure. The result has already been a marked increase in the number of pupils presented for the Qualifying Examination. (See Section on Supplementary Courses, Tables I. and II.)

Ayrshire District: H.M. Inspector, *Mr. Lobban.* System of classification The system of classification given in the last General Report by H.M. Inspector Mr. Lobban as typical of the Ayrshire schools is now passing beyond the experimental stage, and is reaching its full development. Here also, it has resulted in an increased presentation for the Qualifying Examination and in a reduction of the average age at which this stage is reached. This latter point is of great importance, for it is only by ensuring the proper preparation of the pupils for the Supplementary Course before they reach the age of thirteen, that we can be certain they will complete the curriculum, and, by spending a year in the Supplementary Course, earn the Merit Certificate, or at least receive some substantial gain from the continuous course of study involved.

Age of "qualifying" pupils. Mr. Lobban gives an interesting analysis of the age at which the qualifying stage was reached in twelve of the most populous Ayrshire parishes. From the statistics given it appears that of 2,254 pupils who passed the qualifying examination 1,285, or 57 per cent., would in ordinary circumstances spend a year in the Supplementary Course, or would enter Higher Grade Departments. As the total number of pupils who passed the qualifying examination in the whole of Ayrshire was only 2,408 in 1905,* the fact that nearly as many were accepted from these twelve parishes alone at the date of the report is eloquent testimony to the amount of progress which has been made.*

Progress recorded. Mr. Lobban justly regards the results he is dealing with as "a distinct advance," and he believes that the gradual lowering of the age of entry to the Supplementary Course will go on for some years. He enters a word of caution, however, against the belief that the increase may be due to a lowering of the standard of attainment, and in this connection the following quotation from his report is in place:—

> "The increase in the number reaching the qualifying stage is not, as far as I can judge, due in any measure to a lowering of the standard of attainment. Hitherto the pupils have, as a rule, been subjected by me to a fairly detailed examination over the whole range of their studies. A written test will, however, gradually become less necessary as the scheduled marks show—and they are showing—a closer approximation to uniformity of standard among the teachers of the county."

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* It will be seen from the statistics of the Qualifying Examination (Table I) that this number is for the current year (31st August, 1907), no less than 3,822. an increase of 1,414 in three years.

Dumfries District: H.M. Inspector, *Mr. D. Thompson.*

H.M. Inspector Mr. D. Thompson does not specifically refer to any modifications of classification in his district, but he finds that the presentations for the qualifying examination are generally satisfactory, that in many schools they are very gratifying, and in some all that could be desired. The importance of this test of the efficiency of the instruction is now generally recognised in the district.

Other problems.

The changes in organisation and particularly in classification dealt with above, together with the virtual abolition of the Pupil-Teacher system in the division, in conjunction with the lowering of the number of pupils for whom a single teacher is made responsible, have given rise to other problems, viz.:—the adjustment to the new conditions of class-room accommodation designed for the old, and the increase of staff which often becomes necessary.

Argyll and Renfrew District: H.M. Inspector, *Mr. Munro Fraser.*

H.M. Inspector Mr. Munro Fraser's Report is quoted on these points:—

"The abolition of pupil-teachers in certain schools has resulted in a slight increase of the ordinary assistant staff, but the additional expense which this involves has not been great. The price of unskilled labour has been saved, and manifest educational advantages have been secured for the children.

"A more serious problem is the adaptation of existing class rooms to the new condition of things. Rooms constructed to hold 70 to 80 pupils, in which a pupil-teacher was wont to work alongside a certificated teacher, are now out of date. In some schools it will be found possible to form three rooms out of two by means of partitions, but where such reconstruction is impossible, the total recognised accommodation of a school must suffer diminution and a good deal of space must apparently be wasted. The Paisley School Board has already taken steps to readjust the size of the class-rooms in two of their schools to the new conditions, and it is their intention in future years to make further structural alterations in their schools. During the present transition period there is no desire to press School Boards to do more than is absolutely necessary."

Staffing of Schools, "overgrown" classes. H.M. Inspector *Mr. Lamb* (Lanarkshire).

It frequently happens in large schools, even when the staff is, over all, numerically sufficient for the total average attendance, that certain classes are allowed to increase beyond the limit of efficient instruction by a single teacher. H.M. Inspector Mr. Lamb's remarks on this subject are important:—

"In many cases the certificated teacher has over, rather than under, 60 pupils on his roll. There are many class-rooms which were constructed to hold 70 pupils, and a considerable loss of accommodation would result from a rigid application of a rule that no Certificated Teacher should have more than 60 pupils in charge. One is prepared in the meantime to accept a roll, say of 65, but surely it is time to intervene when one finds a roll of over 90. It is true that the staffing for the whole school in which such a state of things exists may be and generally is adequate. None the less the burden on the individual teacher is excessive, and the demand now made for increased attention to the individual pupil and for increased attention to developing the intelligence of the pupil in all directions can only be met under such conditions by teachers who are very specially endowed with physical and mental energy, or who are prepared to sacrifice in their youth the reserve of strength which it is everybody's interest should be reserved for the later years of professional work."

That the "over-grown class" should so frequently be, as it is, an Infant Class is one of the worst features of such cases, for if the principles of the Memorandum on the Teaching of English are to be carried out, it is impossible for a teacher who has a class of 80 infants to give them the individual attention in connection with speech exercises which is absolutely necessary. On other than instructional grounds very large classes at this stage are objectionable, but this will be sufficiently obvious to all who are acquainted with the difficulties of Infant School work.

Relation of the Primary School to other Schools.

H.M. Inspector, *Mr. Munro Fraser.*

In last year's Report the place of the Primary School as an element in the general educational organisation was referred to, and it was shown that its internal organisation ought to have constant reference to its outward relation to other schools, and particularly to the schools devoted to Intermediate and Continuation work. H.M. Inspector, Mr. Munro Fraser, has this year the following important contribution to the discussion of this subject:—

> "Care is taken, at least in Renfrew and Argyll, to give no help to pupils under 14 years of age 'to enable them,' as the Secretary remarks (in his annual report on Secondary Schools), 'to attend schools which are at their own doors and from which fees have long since disappeared.' The transfer of a pupil to the Intermediate or Secondary School as soon as possible after he has passed the Qualifying Examination is a matter of cardinal importance. It cannot be too forcibly impressed on parents and teachers alike that any other course of action means loss of time and educational waste. One or two cases that have recently come under my observation will make this clear. In a school in one of the Western Islands, a boy of 17 whose parents could quite well afford to send him to a neighbouring Higher Grade School was found studying Latin and other Secondary Subjects under the headmaster, whose other duties were sufficiently engrossing. In another school, a girl was, through want of thought on the part of the parents, kept at school till she could obtain the Merit Certificate, and only thereafter sent to a Higher Grade School in Glasgow. Yet another case which is by no means an isolated one: In this school a few pupils, who apparently mean to acquire for themselves an education that will fit them for professional life, are being taught Secondary Subjects in combination with certain parts of a Supplementary Course. 'Parents send me the pupils' the teacher says 'and it is my business to do the best I can for their education.' But it is his business also to educate the parent—that is to say, to point out to him that if a child has to leave school at or about the compulsory limit of age, he should be trained on particular lines, and that, if he wishes to aquire a secondary education, this can be obtained best at a Higher School under a specialised staff. Bursary or no bursary, the interests of the pupil demand that the parent should be made cognisant of these facts; and if the parent says he cannot afford to send his child from home it is surely the duty of the teacher to put before him the possibilities of the situation in the shape of Intermediate bursaries, payment of travelling expenses and the like. Only when a bursary cannot be obtained—and in the case I refer to there is no evidence to show that pupils 'so much as heard' of bursaries, much less applied for them—is the teacher entitled to do 'the best he can' for his pupil on the lines of an Intermediate Course."

The Competitive Bursary System.

Instances of a similar kind to those cited by Mr. Fraser are not wanting in other districts. The competitive system of obtaining bursaries which still prevails in the Glasgow and Govan Districts in connection with the City and General Endowments Trust encourages pupils to remain, and teachers to retain them, in departments and courses unsuited to their stage of advancement and to their future prospects. This is additional and important evidence for the need of an inquiry into the whole Endowment and Bursary system as at present constituted.

Retention of Higher Grade pupils in Supplementary Courses.

At recent visits it was found in an important urban Higher Grade School that a considerable number of pupils from Public Schools under the same Board had spent one or two years in a Supplementary Course before entering the Higher Grade School. Such pupils not only leave, as a rule, before completing the Higher Grade Course, but they always hamper its organisation; for, while in English they may be quite able to take up the work of the second year, in all other subjects they must begin at the beginning. Parents, teachers, and managers are all, in varying degrees, responsible for this waste of time and energy, and teachers in particular ought to make a point—a point of honour indeed—of seeing that pupils who are to take a Higher Grade Course, begin it at the earliest possible moment after passing the Qualifying Examination.

ORDINARY SUBJECTS OF INSTRUCTION.

I do not propose this year to enter at any length into the teaching of the ordinary subjects.

The teaching of Reading.

The Phonic Method of teaching Reading appears to be steadily spreading, except in the Dumfries District, where H.M. Inspector Mr. D. Thompson states that it has not as yet taken any root. Dr. A. D. Thomson draws attention to the fact that the distinctness of articulation which this method unquestionably produces is very apt to be lost as the pupil rises in the school, and he suggests (and I am entirely in agreement with him) that this might, to some extent, be remedied by extending the range of the Infant Mistress's supervision. This is alluded to in the section on Teaching Staff and Organisation.

Further, the distinct articulation insisted upon in reading frequently not demanded in the case of oral answering, where slurring and slovenliness are sometimes tolerated. Dr. Thomson gives the following example:—

> "In reading, a child pronounces the word 'shilling' carefully and accurately, but in giving the answer to a question in arithmetic he does not hesitate to pronounce it 'shullin,' and very frequently such pronunciation goes unchecked."

Repetition of Poetry

There has been marked improvement in regard to the selection of passages of poetry to be committed to memory for repetition, but Dr. Thomson is of opinion that, in not unfrequent instances, there is still room for improvement in this respect, and he further suggests that there is no reason why all the members of a class should commit to memory the same passage; he urges that the selection of passages might, in the more advanced stages, be left very largely to the pupils themselves. In connection with repetition there are generally books of excellent selections in the hands of the pupils. One, however, often notes with surprise that, while every pupil possesses a copy of such selections, only two or three of the passages are made use of, the book otherwise remaining useless. If the selection is a wisely made one—and no other selection should be in the hands of pupils—every poem should be read through with the deliberation and expression essential to the bringing out of its force and spirit, the teacher sometimes reading in place of the pupil. This should be done until the whole book of selections has been traversed and the process repeated, time after time, throughout the session; in fact, for the notion of *committing to memory* there should be substituted that of becoming *familiarly acquainted* with the poetry, and by the close of the year it will probably be found that the bulk of the class, instead of knowing one or two poems *ad nauseam*, will have made a mental possession of the whole collection.

Reading-books and books for reading.

A similar view of the reading books in use would lead one to remark that there ought to be far more variety, and a much larger use of continuous and interesting reading matter than is often found, especially when we consider the necessity—yearly growing more urgent—of preparing the pupils, long before the Qualifying Examination is reached, for the fluent and rapid reading which is absolutely essential for fruitful work at the Supplementary Course stage.

"Out-of-date" reading-books.

Another point may be touched upon in this connection. In some schools—their number is certainly diminishing—the same readers continue in use for many years, becoming heirlooms in the family. Apart from the fact that younger children, especially in small schools, pick up much more of what they hear read in the higher classes than one is apt to suppose, there is to be remembered the fossilising effect on the teacher's own mind of going over the same matter year after year. In this connection I quote a passage from H.M. Inspector Mr. Munro Fraser's report:—

> "There are schools where the ordinary literary reader of a class has not been changed for generations. No doubt it is new to each successive body of scholars, and something can be said from an economical point of view against too frequent changes in school books. Two considerations however, have to be borne in mind by School Boards of ultra-conservative tendencies. One is, that school books used during the boyhood of some of us are now a little out of date; the other is, that over-familiarity with the kind of literary material found in these books is apt to have a benumbing influence on the teacher's mind. The pupil's power of comprehension tends to be over-estimated, and the freshness and vigour of the teaching may be adversely affected."

All vigorous vitalising teaching, all teaching under which young minds are likely to expand and grow, must proceed from, and can only originate in, a teacher whose mind is not only full but is also being continually renovated and refreshed. Every teacher, in spite of himself, has a tendency to get into grooves, and only by constant striving and effort to extend his own intellectual stores can this be overcome. In this connection the very newness of the tools affects considerably the work done with them, imparting to it a freshness, even an originality, which might otherwise be wanting.

Memorandum on the Teaching of English: Oral Composition

The principles formulated in the Memorandum on the Teaching of English are, to a most gratifying extent, permeating the teaching in the Infant and Junior Divisions of the School. Oral Composition is now, in all intelligently taught schools, assiduously practised at this stage to the general displacement of that teaching of Formal Grammar which, valuable enough at another stage of the school curriculum, was wasted effort and a source of weariness, if not a torture, to the pupils in the lower classes.

Written Composition

While oral practice should never be discontinued even in the highest classes, Written Composition naturally forms an all-important exercise at this stage. The work done is frequently of very satisfactory quality and is, on the whole, steadily improving. No subject, however, makes greater demands upon the skill, resourcefulness, and unflagging energy and outlook of the teacher. Faith must not be pinned to any one method. The most successful teacher is he who can call to his aid the best elements of every method, combining and fusing all in the crucible of his own mind.

Correction of Exercises.

In the case of large classes the difficulty of correction is often a serious one. If exercises are not revised, pupils soon come to know it and the work degenerates. At the same time much of the laborious "red ink" revision which one sees, and, from the point of view of the teacher's conscientious care, is glad to see, seems somehow to miss the mark. Probably a selection and grouping of typical errors, taken week by week and orally discussed in class, would have a better effect than returning compositions, however carefully revised, where the only comment is a "good," "fair" or "excellent" at the end.

Spelling.

H.M. Inspector, Dr. A. D. Thomson, draws attention to weakness in spelling. If pupils be properly drilled along the whole line this weakness should not appear, and the matter seems one for vigilant attention on the part of headmasters.

The teaching of Arithmetic.

There is general testimony from all the districts that the teaching of Arithmetic is steadily improving especially on the oral side. Pupils are made to approach the subject intelligently by the solution of simple problems involving processes and quantities with which they are familiar from their ordinary experience.

A want of accuracy, speed and neatness.

There is, however, equal agreement that in the higher classes there is considerable lack of accuracy of computation, and Dr. A. D. Thomson makes reference, in the case of the Glasgow schools, to a want of clear and neat expression in writing of the processes involved. It would be a matter of the utmost regret if this should continue, for, even in the old days of "payment by results," notwithstanding the admitted faults and drawbacks of the system one commendable feature stood out prominently—to wit, the pupil's power of "setting down" an exercise in Arithmetic on paper with positive elegance. While the value cannot be overestimated of a constant appeal in this, as in every subject of the curriculum, to the pupil's intelligence and actual experience, it must never be lost sight of that the elements of accuracy and speed are equally essential in computation, and that they can only be secured by constant practice. In such practice exercises the element of intelligence may, for the time, reasonably enough be less prominent, while the careful setting down of the work on paper constitutes a training which is not without its own value.

I am in thorough agreement with H.M. Inspector Mr. D. Thompson, when he remarks:—

> "Expertness in the four elementary operations should be cultivated throughout the pupil's course, for, after all, these are the processes chiefly required in after-life. As a rule, rapidity of calculation is not regularly practised after the Junior Division."

The teaching of Geography.

I formulated my views regarding the teaching of Geography in such detail in my General Report on the Division for last year that I do not consider it necessary to enter at any length into the question again I may, however, be allowed to repeat that in every well taught school a pupil on reaching the qualifying stage should be possessed of a ready working acquaintance, on the topographical side, with the main features of the world. He should have imprinted on his mind a mental picture of the chief masses of land and water with their leading features of mountain, river and town; he should have a knowledge of the leading ports and trade routes, some acquaintance with the leading commodities of international commerce, and especially of British Colonial Possessions in the different parts of the world. It is on this foundation that the more scientific knowledge of Geography which will be looked for and demanded in the case of Higher Grade Departments, and to a somewhat lesser extent, perhaps, in Supplementary Courses, must be built.

Apparatus unused.

One cannot so much complain of the lack of appliances for the intelligent teaching of this branch as of an inadequate employment of them by teachers. It is still too common to find globes stowed away and covered with dust in headmasters' rooms, and relief maps hanging on walls, without any reference being made to them from the beginning of the session to its close.

The Memorandum on the Teaching of History.

The recently published Memorandum on the Teaching of History may be expected by-and-by to have a healthy effect on the spirit of the teaching in this branch. As matters are at present it must be regarded as one of the least satisfactory of the school subjects. There is general testimony to this effect in several of the reports of the District Inspectors. H.M. Inspector Dr. A. D. Thomson says:—

> "As regards the methods of instruction in History, each teacher seems to be more or less of a law unto himself. The result would be good if all our teachers were tactful, imaginative, painstaking and capable of arresting and

holding the imagination of their pupils. But this is not so. . . The faculty of revision and recapitulation, of passing in rapid review a long series of events leading up to a consequence of magnitude and importance, is in many of our teachers not highly developed. Hence the mind of the pupil remains unenlightened and lost among details of which, for lack of a guiding and ordering principle, he soon possesses only a blurred and confused idea."

And H.M. Inspector Mr. Munro Fraser:—

"In regard to History, the issue of so many different text books, almost all differing considerably in plan and execution from each other, is a source of embarrassment to teachers. Following the lines of one or other of these, the subject is taught conscientiously and methodically, and yet, when a pupil reaches the Qualifying Class, it is not unusual to discover that he has a very vague conception of the evolution of his country and the main facts concerned in it. History, so far as it can be taught in an elementary school, can do two things for a pupil : it can, by legend and heroic tale, light up some noble deeds of human life for him, and it can, by an orderly arrangement and picturesque treatment of the leading events of each period, serve as a basis for future acquisitions. At present, in too many cases, the pupil is crammed with facts and loses his way among them. He attaches as much importance to the Wars of the Roses as to the Reformation or the loss of the American Colonies. In a small school in the Highlands I found recently on the blackboard a mass of facts and dates relating to the Wars of the Roses. On asking the teacher what meaning all this had for the children, and what relation to their intellectual development, I was told that *at a later period* they might possibly read Shakespere's 'Richard III.'"

The teaching of History: Essentials of success.

I have only one remark to make. If the subject is to be well taught, the teacher must really know with intelligence and exactness the particular period with which he intends to deal. He must teach out of a full mind; the teaching must be largely oral; he must know how to emphasise the essential, passing lightly over, if not wholly eliminating, the accidental; he must call to his aid every accessory likely to illustrate and rouse interest in the questions in hand. For example, there should be abundance of historical portraits, plans of battles, plans of ancient buildings, facsmilies of old documents, pictures of ancient weapons, ancient houses, furniture, and implements—of everything, in short, which will enable the pupil to realise to some extent the life of the past.

Scottish History text-books.

In connection with the teaching of Scottish History, to which reference is frequently made at the present time, it used to be a common remark that good and trustworthy manuals on the subject were not available. This want has now been supplied, and one or two books have recently appeared which seem to leave nothing to be desired.

Its place in the scheme of work.

I repeat, however, that Scottish History cannot be intelligently treated in the Senior Classes as a thing *per se*. If its main currents and movements are to be intelligently followed and understood, it can only be by clearly indicating their connection with contemporary movements not only in England, but also on the Continent and especially in France.

There is no doubt, however, that every child leaving a Scottish school should have some acquaintance with the stirring and romantic incidents with which the history of Scotland pre-eminently abounds.

The curriculum of the Primary School: alleged "over-crowding."

One frequently hears the statement made that it is impossible to teach any of the elementary subjects with the thoroughness desirable, owing to the over-crowded state of the time table. Teachers, we are told, have scarcely begun one lesson when it is necessary to leave off and enter upon something else; and, in connection with this, expression is sometimes given to a desire to hark back to the old days of individual examination.

The actual state of matters: New subjects—their justification.

Now let us enquire what the actual state of the case is. The average school week is one of about 25 hours for pupils above the Infant stage. The only subjects which can with any truth be said to have been added to the curriculum within recent years are Drawing, Nature Study, and Physical Exercises. The first-named subject was taught in a large number ot schools under the old *régime*, and the desirability of every pupil acquiring a modicum of facility in Drawing, with the consequent training in observation which this involves, must be at once conceded. The teaching of Nature Study, so far as the lower divisions of the school are concerned, has simply been the giving of a more definite and direct place to a mode of teaching carried on formerly in all schools—generally in a desultory and often in a slovenly fashion—under the familiar name of "object lessons." The need for instruction of this type in all schools, and especially in city schools, is apparent, and the quality of this instruction will steadily become more living and definite as teachers receive adequate preparation for imparting it. The lack of any attention to Physical Exercises in the vast majority of our elementary schools was a standing reproach to the curriculum of former days.

Now, granting that at least two of these subjects—namely, Drawing and Physical Exercises—are direct additions to the time table, no one whose opinion is worth having would deny that they are not only desirable but necessary additions to any properly framed system of elementary education.

The time they take up.

Again, what is the amount of time they absorb? Out of the 25 hours per week, from one and a half to two hours are given to Drawing. At most, two half hours (but often only one), with a few additional minutes when classes are changed, are specially devoted to Physical Exercises. Nature Study generally is, and, indeed, in the lower classes should be, worked in with the ordinary Reading lesson.

Their educational effect.

So far from finding these subjects an additional burden, teachers find that the variety they lend to the work has an effect upon the children which makes their minds much more apt and supple in connection with the ordinary elementary branches, which still absorb by far the greater bulk of their time.

The former curriculum.

But, in contrast, what was the curriculum under that old *régime* which we occasionally hear obscurantists sighing for? Leaving out of view the more natural and healthy organisation which teachers are now at liberty to avail themselves of, it must not be forgotten that if, in those supposed "golden days," there need be no Drawing and no Physical Exercises, there were the now obsolete "Specific Subjects." One of these could be attempted in the fourth standard, where many of the children had acquired but a very insufficient command of reading; two could be attempted (and generally were) in the fifth, and three in the sixth standard. It was not an unfrequent practice with many Boards to allow the grants for Specific Subjects to form part of the teacher's remuneration, with the not unnatural result that in every class every possible specific subject was attempted. It was quite common in the fifth standard to have all pupils presented in French and Latin, in the sixth to have all presented in French and Latin again, with, in the case of the boys, Physical Geography or Physiology in addition, and, in the case of the girls, Domestic Economy. Further, it has to be remembered that Reading in all standards above the third was combined with Grammar, and that, however fluently a pupil might read, if there was failure to point out "Parts of Speech," or to analyse a simple sentence, a failure in Reading was the consequence.

Instead, therefore, of adding to the burden of teachers and pupils in the Elementary School, the present arrangements have materially lightened and judiciously redistributed the weight, greatly to the advantage of all concerned.

School Libraries.

Importance of School Libraries.

The importance, indeed the necessity, for providing a proper supply of books for the use of pupils at all stages, both in Primary and Intermediate Schools is now well understood. The power of reading fluently is, in all schools where proper methods are employed, now earlier and more easily acquired than it used to be, and all intelligent teachers are anxious that this power should have a wide and healthy field for its exercise.

Number of Libraries—*Mr. Jas. Coats, Paisley.*

Throughout the Division School Libraries have become much more plentiful in recent years owing to the wise generosity of Mr. James Coats, of Paisley, to whom many isolated rural communities, not only in the Highlands but throughout the West of Scotland, owe a deep debt of gratitude. He has not only given books for the seeing and the blind, but he has, by such thoughtful acts as the provision of an optical lantern for the Deaf Mute School at Paisley, still further shown his interest in the educational progress of his fellow-citizens.

Selection of books.

The books in School Libraries are, as a rule, very well selected, and, though they are more suitable, as a rule, for the older than for the younger children, yet in some cases there is a section for the latter which might, with great advantage, be used in the ordinary Reading lessons of the school. It is a pity that this is seldom done; often, in fact, the class of books referred to lie on the library shelves utterly neglected and unused.

From H.M. Inspector Mr. D. Thompson's report I take the following passages:—

"In Dumfriesshire and Galloway there are 85 Libraries, 20 of which have been given by James Coats, Junior, Esq., of Paisley. . . . As a rule, the books in these Libraries can be used only by the senior scholars; and suitable books for the younger classes are very much wanted. To this matter the attention of managers and teachers has been directed; and it is likely that in the coming session the defect will in some cases be remedied. The Chairman of the Parton School Board, who has ever shown an enthusiastic interest in the educational affairs of that parish, is to provide books for the home-reading of the lower section of the school under his Board."

SINGING.

Singing.

On this subject the reiterated recommendations of those who have reported on it from year to year have, so far as can be gathered from the remarks quoted below, produced but little effect. It is to be hoped that the defects which have so often been pointed out will be seriously taken in hand, where they exist, by the class teachers and the visiting masters. That these defects can be remedied without any great difficulty or trouble is proved by the inequality of attainment which is found in neighbouring schools, and which is one of the marked characteristics of the work in this branch. I would specially commend to the attention of all teachers of Singing in our schools the following report on this subject in the Glasgow Schools by H.M. Inspector Dr. A. D. Thomson:—

H.M. Inspector *Dr. A. D. Thomson.*

"In the Glasgow schools Singing is of very unequal merit; and the inequality may be as strongly marked between different classes in the same school as between different schools. In general, though it is gratifying to find many noteworthy exceptions, Singing is not so good as it ought to be. And this is probably the result of the system. The responsibility is divided between the visiting master and the class teacher. The former has a vast number of classes to see, and consequently he must leave much of the work to the latter, whose qualifications for teaching Singing are not always what could be wished. The tune is frequently pitched at random (without the aid of tuning fork, pitch pipe, or piano), the intonation faulty, the time incorrect, taste and expression hardly existent. Sex division for part singing is still quite common, and there appears to be little or no interchange of parts. Ear-tests—the response to which is nearly always intensely disappointing—seem to be given in the most haphazard fashion, and are not progressively graded as they should be.

"I would suggest that for every school a detailed scheme of work in Singing should be drawn up by the visiting master, that the songs at the various stages should be chosen from carefully selected lists, that sight-singing and ear-tests should be properly graded, and that regular exercises should be given in breathing and voice-production. I do not say that these things are never done; but the doing of them is not sufficiently methodical. I would suggest further—and this suggestion might be applied also to Drawing and Physical Exercises, subjects in which the lack of expert teachers is not less felt than in Singing—that head masters might endeavour to make arrangements whereby these subjects should be taught, say in each division of the school, by those members of the staff who are best fitted to teach them. This should surely be possible; and it would certainly, I think, be attended by beneficial results."

H.M. Inspector *Mr. Munro Fraser.*

H.M. Inspector Mr. Munro Fraser also refers to this subject in the following terms:—

"Singing, though accurate in respect of time and note, is still defective from the point of view of voice-training. The 'throaty' voice is almost a universal feature of country schools. The reason is that the majority of the teachers have not a practical acquaintance with the methods of voice-production. In some of the town schools it is apparent that the type of song and the compass of the children's voices are receiving much needed attention, and as one of my colleagues, Mr. George Murray, remarks, 'if in some cases little good is being achieved, no harm is being done as formerly. What is wanted is a series of lessons by a competent choir trainer, with a boys' choir present to illustrate methods. A class of this kind,' he adds, 'could quite well be got up in Paisley.' Paisley has been the pioneer in several forward Educational movements recently."

DRAWING AND MANUAL INSTRUCTION.

Drawing and Manual Instruction.

The following report by Mr. Grigor, Sub-Inspector, on the Drawing and Manual Instruction of the Elementary Schools in the Division, is forwarded by H.M. Inspector Mr. F. W. Young.

'Missionary' work.

In submitting Mr. Grigor's report I should like to bear testimony to the good results which have followed from his whole-hearted devotion to his work in the various districts of the Division. He has super-added to his strictly official duty of examining and reporting upon Drawing, the *rôle* of a missionary in the way of disseminating sound principles of teaching the subject. He has held a large number of meetings for the teachers, at some of which I have been present, and has illustrated by blackboard demonstrations and otherwise the methods to be employed. Especially he has impressed upon teachers the need for proper *gradation* in the work and exercises, if genuine progress is to be secured, and I can testify from personal experience to the interest which he has in this way generated, and the fruitful results which have followed.

Sub-Inspector *Mr. Grigor.*

Mr. Grigor reports as follows :—

"Only a small number and proportion of the Elementary Schools in the Division can be visited annually, but as these are not confined to any one district, the work of the Division generally may, without unfairness, be inferred from what has been seen.

"Improvement is noticeable in the majority of the schools, an improvement which is more marked in the Nature Drawing than in the drawing of manufactured objects. This is explained by the fact that it is much easier to make successful arrangements for dealing with the former than with the latter. Collections of grasses, leaves, and flowers are now commonly seen in schools. They are not only useful for the drawing lesson, but may also be of service in the Nature Study lessons.

"To arrange for successful Object Drawing in crowded classrooms with limited floor space and conflicting lights is no easy task. That it is often satisfactorily accomplished is greatly to the credit of many of our teachers. To have an object in a good light and where it can be clearly seen by every pupil requires forethought and skill in arrangement. To ensure that each child honestly attempts to represent what is actually seen is a difficult task, but no Drawing lesson can be regarded as complete unless something of this character has been seriously tried.

"More critical observation on the part of the pupils is still desirable. Drawings are often the child's impression or recollection of an object suggested as much by the name of the thing as by the particular form placed before the class. Thus it is that a complete breakdown so often occurs when, in testing a class, an object is used, the form or proportion of which is new or unusual in the experience of the children.

"Real colour study is slowly supplanting Brush-drawing and the change is a distinct gain, not only in educational efficiency, but also in the creation of interest in the work on the part of the children. Colours are now more frequently found where stains and dyes were formerly used, and this substitution is a marked advance on previous practice.

"Clay-modelling is not so much taken up as its educational value would justify. The prejudice against the use of a material so *apparently* difficult to handle in an ordinary schoolroom dies hard. But Cardboard modelling is increasingly popular, especially for the boys of the Senior Division.

"With the natural growth of Supplementary Courses increased attention is being given to Manual Instruction in Woodwork. In the larger towns this subject falls naturally under the charge of special instructors. In smaller centres the class teachers usually have to add this to their list of subjects. Both sets of teachers are, as a rule, doing excellent work.

"In Manual Instruction work, whether Wood, Clay, or Cardboard, as well as in Drawing, the most hopeful feature of the outlook is seen in the large number of teachers who are continuing to give up no small part of their leisure to the further study of these subjects."

SCHOOL HYGIENE AND PHYSICAL TRAINING.

Growing interest in the subject.

There is a steadily growing interest in the physical well-being and training of the children. Physical exercises have been improved in method, they have, in many cases, been placed under properly qualified teachers or instructors, and the Official Syllabus of such exercises is now in general use throughout the Division; but there are prior conditions to be fulfilled before even the most perfect system of training can have its full effect on the growing child—conditions which have a powerful influence on general educational work, apart altogether from physical training and development.

I refer to the general sanitary conditions of school life and its surroundings.

Defective Sanitary arrangements.

There are few of the older type of schools which are not more or less defective in matters hygienic; these matters are, of course, the immediate concern of the Local Authorities and of their Sanitary and Medical Officers, but they are also the concern in a very intimate and direct sense of all who have to do with Education. There is concurrent jurisdiction in respect of school sanitation on the part of the Department and the Local Sanitary Officials, and I am glad to report that the relations between the Inspecting Staff and the Sanitary Authorities are intimate and cordial. A proof of this is found in the interesting report which Dr. Glegg, the Assistant Medical Officer of Health for Ayrshire has forwarded to H.M. Inspector Mr. Lobban. In Argyll, valuable aid has been afforded by the County Authorities to H.M. Inspector Mr. Munro Fraser, in his efforts to obtain proper sanitation, and particularly in the matter of providing a good and sufficient water supply for schools, and in other districts the reports of the Medical Officers of Health frequently contain a special section dealing with the sanitary conditions of the schools.

The Sanitary Authorities and the Department.

Ventilation.

Of all the multifarious aspects of School Hygiene perhaps the most important, and probably the most frequently unsatisfactory, is the ventilation of the school room, notwithstanding the fact that the physiological action of vitiated air on the whole organism, and particularly on the brain, and the consequent close connection between "lack of intelligence" and "lack of oxygen" is being more and more clearly understood by teachers and school managers.

Ayrshire: *Dr. Glegg.*

Many of our schools are, however, very defective in this primary condition of healthy educational work. Dr. Glegg reports of the Ayrshire Schools that:—

> "Ventilation is probably the worst feature of our County schools. In none of them is any artificial system employed. I have found the air in too many classrooms at the end of the forenoon spell of work close and foul, charged with the heavy smell of the clothing and of the persons of the children. The great fault is the absence in nearly all class-rooms of proper cross ventilation. In some schools, and these by no means the oldest, the windows are effectually sealed and only a hinged pane at the top can be opened. Even where the means of efficient ventilation is at the teacher's disposal, I have often found this vitally important matter neglected."

Lanarkshire: H.M. Inspector *Mr. G. Andrew.*

H.M. Inspector Mr. G. Andrew finds that the schools of Lanarkshire also are, as a whole, very badly ventilated. A small minority of modern construction have good ventilation, but of the others he says:—

> "It is indisputable that at the present day large masses of children are kept for several hours every school day breathing a heated and vitiated atmosphere, in complete violation of the most simple rules of health. In the morning, classrooms may be quite fresh, they may even be a little chilly, fires being not yet at the glow, or pipes at full heat; there is no need of thinking of fresh air then, but, as the forenoon advances, teachers and pupils become so engrossed in the daily tasks that the condition of the atmosphere is often quite forgotten and is only realised on going out of doors. It is but the other day that we found a school with all the windows nailed up. We must recommend reduced grants less frequently for bad reading and bad arithmetic, and more frequently for bad air; lack of intelligence is a more venial fault than lack of oxygen."

Dumfries: H.M. Inspector *Mr. D. Thompson.*

H.M. Inspector Mr. D. Thompson also refers to this subject. In his district there has been here and there a certain amount of improvement, but in the large majority of his schools the windows are the only means of ventilation, and these are not so frequently used as they should be. Mr. Thompson has some remarks and suggestions on this subject which may be quoted here:—

> "Windows are apt to be kept closed in cold weather, especially if the teacher is not vigorous: and hence the danger to health. Every window in a room should be made to open easily, and every room ought to be provided with a pole for raising or lowering it. Exits for impure air are easily secured by the windows, but there ought to be ceiling-ventilators also, with freedom from down-draught. All draughts should be carefully avoided. The most important thing is the provision of fresh air inlets, which can be obtained at a moderate cost. These matters require more careful attention."

Ventilation of Urban Schools.

In the large urban schools the "plenum" system of artificial ventilation appears to be the one most commonly in use, and, while its defective action occasionally leads to complaint, as a rule it works satisfactorily. Capt. Foster, Inspector of Physical Training, pointed out at a recent Conference that in some cases there is no means of getting at the air-shaft, which is, therefore, often the dirtiest part of the school, and which, in consequence, must render the air passing through it more or less unwholesome.

Necessity for opening windows, &c.

Some artificial systems of ventilation require for their satisfactory action that the windows be kept closed, but where this is not the case, teachers should systematically open doors and windows at the end of each lesson. It is to be feared that this duty is much too frequently neglected. Attention to it is specially necessary in the afternoon sitting when actual weariness may be added to the benumbing effects of bad air and cramped bodily postures.

Afternoon visits to Lanarkshire Schools.

H.M. Inspector Mr G. Andrew made a special series of afternoon visits to schools in Lanarkshire, and I quote his description of what he found.

> "During the last hour one usually finds the rooms stuffy and oppressive; a tired and jaded teacher is doing what she can to keep a tired and jaded class at work; the children are at their worst, restless, irritable, incapable of fixed attention; generally writing, not to improve their writing, but to keep them doing something till the welcome sound of the bell proclaims that the stipulated tale of bricks has again been told."

Heating of School-rooms: *Dr. Glegg.*

Dr. Glegg also refers to this matter in connection with the closely related subject of the heating of the school room:—

> "The open fire works well in a great many cases and is a cheerful and healthy influence in the rooms. The more modern schools are doing away with open fires and putting in hot pipes in their stead. It is of course easier by their means to have an equal temperature throughout a room, but they are to a large extent responsible, in my opinion, for the condition of the air I have just complained of. In rooms heated by hot pipes I have more often found the evils of bad ventilation, which are first evidenced by drowsiness and slovenliness in the children, and a tendency to irritability in the teacher. In this connection there falls to be considered the length of time the children are in class without any interval for a run in the fresh air. In a large number of schools there is no break in the afternoon, and the children are kept in a close atmosphere and in an unnatural restraint for a period of two and three quarter hours. This must be recognised as an adverse influence to their physical and mental growth. There should be a breathing space at the end of every hour, or at most of every hour and a half of work, so that the children may be refreshed by a run in the open, and that teachers and children alike may benefit by the flooding of the class rooms with fresh air."

Dumfries District: Heating.

In the Dumfries District visits of inspection without notice have shown that School Boards are sometimes more solicitous to reduce their expenditure on coal than to care for the comfort of the children and the teachers. To fix a date after which fires must not be lighted, is, in our capricious climate, where May has the habit of being as cold as December, simply a form of cruelty.

Lighting.

The lighting of schools is not unfrequently defective owing to the use of obscured glass, or of diamond panes. Such methods of lighting not only diminish the available light, but injuriously alter its quality, and windows filled with clear glass should, in every case, be substituted for them.

Water Supply.

Next in importance to Ventilation, etc., I would place the Water Supply of schools. In towns and large villages this is probably always adequate and nearly always good; in the rural parts of the Division it is frequently neither sufficient nor satisfactory. In such places it is often difficult to obtain a good water-supply in reasonable proximity to the school, and the

Introduction of such a supply is consequently expensive, and is therefore avoided. A case came under my notice no later than this autumn in Mull where the only available supply of drinking water for the children was an open ditch by the road side.

Argyll: H.M. Inspector *Mr. Munro Fraser.*

H.M. Inspector Mr. Munro Fraser has the following remarks on this question:—

"The water-supply of a fairly large number of country schools—mainly in Argyll—is unsatisfactory, and one or two flagrant cases have been dealt with during the past year. Whatever excuse there may be for the lack of interest shown by School Boards in the curricula of schools, the water supply of a school and the ventilation, scouring and brushing of class rooms, are matters in regard to which expert knowledge is not required, and it is much to be regretted that the threat of a deduction from the grant has sometimes to be resorted to before steps are taken to rectify obvious imperfections."

The provision of means for using the supply of water for personal purposes might sometimes be better. In Lanarkshire, for instance, it appears that

"There is often a lack of proper hand basins, and it is still too common to find hands and occasionally faces that will not stand a very close scrutiny. And yet it is surely by attention to these smaller points of personal cleanliness that the school may do much more to inculcate good habits, especially in grimy industrial districts, than by working through a text book of the laws of health,"

and in Ayrshire Dr. Glegg reports that many School Boards do not provide wash basins.

Cleansing of Schools.

The publication by the Department of the Memorandum on the Cleansing and Disinfecting of Schools has made it unnecessary to enlarge upon this part of the subject. That there is urgent need for increased vigilance in this matter and increased attention to it, is evident from the facts mentioned at a recent Divisional Conference, from the District Reports, and from the special reports of County Medical Officers of Health.

All the evidence goes to show that many schools are neither so frequently, nor so thoroughly cleansed as they ought to be. In rural schools, while the floors may be regularly, though not often, washed, the cleansing of walls, ceilings and windows, seldom receives proper attention. Of the Ayrshire schools, Dr. Glegg reports that:—

"The condition of the floors calls for a word of remonstrance. A quarterly wash-up is all that is held necessary in nearly all of our schools. There are a few which have attained to a system of monthly cleansing, but surely this should be considered as a minimum requirement. A very small minority add a disinfectant to the water when the floors are washed, and this I should like to see become a general practice. I have examined bacteriologically the dust of school room floors and find that such dust is a very perfect breeding ground for germs of all descriptions."

There is not much use, as H.M. Inspector Mr. Munro Fraser remarks, in learning by heart the advantages of cleanliness when the floor of a school is scoured only once in the year.

The Cleansing Register.

The importance of a carefully kept and frequently inspected Cleansing Register cannot be too strongly insisted on, and its use should in a very short time, work a great improvement in the every-day condition of many schools.

The sanitary state of the play-ground and its appurtenances is usually fairly good, and does not call for special remark, except that a really suitable material for covering the surface of the play-grounds in the country has yet to be discovered. In wet weather it is not uncommon to find the playground covered with pools of rain water, nowhere more often than at the entrance gate, and in other cases the surface is so unsuitable for either play or drill that the play-ground, as such, is of very little use.

Cloak-room accommodation.

The absence of cloak-rooms, or their insufficiency, leads to the insanitary habit of piling up wet clothing, or hanging it on pegs round the room. The effect of this on the air of the school-room can readily be imagined. With regard to this defect in some of the Lanarkshire schools I quote the following passage from the District Report:—

> "In many of the older buildings, defective cloak room acccommodation is often in evidence, with the result that in wet weather dripping garments are hanging on pegs round the walls of rooms in which children are being taught. This is a most objectionable practice, which requires to be stamped out."

Teachers' retiring-rooms.

The absence of retiring rooms for teachers is a defect which comes immediately within the sphere of the District Inspector, and it is one which should in my opinion be specially and thoroughly dealt with where it is found to exist. Stranraer Academy and Stranraer High School, both housed in the same building, are glaring instances of the defect referred to.

Furniture and desks.

In many of the schools the furniture, and especially the desk accommodation, is of antiquated and unsuitable type, and Dr. A. D. Thomson's criticism of the furniture in certain Glasgow Schools has already been given. (See Section on School Supply). Such desks lead to fatigue, to muscular strain, and to unhealthy bodily positions and habits. This is of special importance in Infant schools and Divisions, but in this part of the school the defects mentioned—especially the lack of back supports to the desks—are most frequently found, and are most injurious to the children.

The use of slates.

One question of great practical importance must be briefly noticed. It can no longer be denied that in most schools where slates are still used the methods of using them make them a positive danger to the health of the community. It is held by some whose opinion is entitled to respect that "Jotters" are equally dangerous, and that, even if they are not, they are objectionable on other than hygienic grounds; but the weight of expert opinion appears to be against both of these contentions, and in fact, "Jotters" are now very widely used instead of slates in the best schools, large and small, in every district. If slates are to be used their admitted hygienic dangers ought to be minimised by proper methods of cleansing and disinfecting them, and Dr. Glegg's suggestions in this regard are worthy of the careful attention of teachers and managers. I therefore quote the following passage from his report, and I heartily endorse his remarks:—

> "I have purposely left till the end a matter in connection with the daily routine of class work, which is in urgent need of reform. I refer to the universal practice of spitting upon slates to 'clean' them. This practice is responsible in large measure for the epidemics of scarlet fever, measles, whooping-cough, and diphtheria, which so frequently originate in schools. These diseases, and measles very especially, still persist despite the improvements modern sanitation has effected. Can this be wondered at when the filthy habit of spitting is deliberately encouraged in nearly all our schools? The infection of these zymotic diseases lurks in the mouth and throat, and it is clearly evident that a custom so universal must be a great agency for the spreading broadcast of these so often deadly diseases. The matter can only be put right by a general order forbidding the practice. As the Boards provide ink wells in the desks, might a small water pot not also be introduced beside them for the cleaning of the slates? Other means of slate cleaning suggest themselves, but the urgency of the matter will be readily admitted."

Medical Inspection of Schools, Glasgow and Govan.

The School Board of Glasgow have carried out a number of thorough and special medical enquiries and inspections by specially skilled experts, although they have not as yet appointed permanent Medical Inspectors of Schools. The Govan Parish School Board, however, have during the past year appointed ten Medical Inspectors of Schools. The instructions issued by the Board to their Inspectors are, so far as I am able to judge, admirably clear and comprehensive. They have also drawn up and issued a "Health Schedule" which is, I understand, to be filled up jointly by the teacher and the Medical Inspector. It provides a record of four examinations, and it seems to be remarkably well fitted to furnish valuable information about the physical condition, not only of the individual child, but, when all the facts for a series of years are collected, of the whole community.

This, so far as I am aware, is the only instance in the Division of the appointment of Medical Inspectors, but various special enquiries and examinations have taken place in other centres besides Glasgow.

A Report on the Physical Condition of Glasgow Children.

A most interesting and important research was made last year by Dr. Leslie Mackenzie and Capt. Foster with regard to the condition of the children attending the Glasgow Schools. Their report, published by the Department, proves conclusively the truth of the remark that the "home is the real health centre," but perhaps the most serious result brought out by the enquiry is that both in height and weight the average Glasgow school boy or school girl under fourteen years of age is distinctly below the standard of the Anthropometrical Committee. In the county of Lanark, on the other hand, the Medical Officer of Health reporting on 1,424 children examined in three schools says that:—

> "The figures obtained for the average stature and weight of children attending the different classes compare very favourably with the figures taken from the report of the Anthropometrical Committee, in fact the weights are all slightly above the latter."

Cigarette smoking.

It may not be absolutely proved, but there is strong reason for believing that the extremely hurtful habit of cigarette smoking, which is almost universal among boys of a certain class in Glasgow, has a great deal to do with their somewhat unhealthy and frequently stunted physique.

Need for vigorous effort to improve School Hygiene.

In view of all these facts there is apparent need all over the Division for a vigorous effort being made to generate a keener hygienic conscience among teachers and managers in regard to this aspect of school work. A Holy War, in short, should be declared against dirt in all its forms, and, if this is done, matters will steadily and even rapidly improve.

Physical Training.

The increased attention given to school hygiene has been shared in by the closely allied subject of Physical Training, and this may be regarded as one of the most hopeful signs of health reform in schools. That this increased attention to the subject is widely spread is evident from Capt. Foster's general report, which I have had the privilege of perusing. I summarise below those parts of the report which have special reference to the Western Division.

Capt. Foster, Inspector of Physical Training.

Capt. Foster notices the success of the course of Physical Training for Infant Mistresses in Glasgow, and he emphasises the importance of such courses in view of the fact that the actual physical exercises are best performed in the schools where the class teachers have been properly trained in the methods of giving such instruction. The School Board of Glasgow have arranged their course of training for Junior Students, so that the exercises given are in correlation with the subsequent course of instruction which the students will receive at the Training Centre under the Provincial Committee; and the combined scheme has been carried out by the newly appointed and specially qualified instructors, Lieut. Street and Mr. Gooderson. The Girl Students are trained by two ladies who qualified at Dartford Physical Training College. Govan School Board has appointed a lady trained at Chelsea, and the School Boards of Irvine, Hamilton, Kilmarnock, Paisley and Greenock have all appointed properly qualified instructors.

The chief difficulty in improving Physical Training.

The chief difficulty met with in the reform of methods of Physical Training is the lack of expert knowledge on the part of the teachers. Successful classes for the further instruction of teachers in this part of the work have been held in several parts of the Division. H.M. Inspector Mr. Munro Fraser specially mentions the success of the class for teachers in his district, and the classes in Glasgow have been already noticed. Where, as in Paisley and Greenock, specially skilled instructors have been appointed. it is to be hoped that the managers will allow them to devote a large part of their time to the training of the teachers and the supervision of their work in the Elementary Schools.

Success of Teachers' Classes.

The difficulty of obtaining qualified instructors is probably greatest in the country districts, but there, in some cases, arrangements have been made, which Capt. Foster notes with approval, by which expert instructors appointed by the County Committees have been allowed to supervise Physical Training in rural schools, and thus in some measure to enable the teacher at some future time to discharge this duty for himself. It is in this direction, I am persuaded, that improvement in the methods of Physical Training within rural areas must be sought for.

Feeding of school children.

Necessity for this in rural districts.

With regard to the feeding of school children there is little to add to the facts which were given in last year's General Report. There can be no doubt that, in rural districts especially, every effort should be made to see that the children have a warm meal in the middle of the day. The great majority of town children are much less exposed to the inclemency of the weather and to bodily fatigue than the country child, and, in towns, children in necessitous circumstances are well looked after by the various charitable organisations. In the country the necessity for the provision of meals is not to any extent a question of poverty, but arises from other circumstances, among them the distance the children have to walk to school, the early hour at which they must often leave home, and the scanty or unsuitable food they bring with them. The necessity for the provision of a hot meal at mid-day is therefore plain both on educational and other grounds.

Measures taken in Dumfries District.

How this necessity has been met in the rural district of the South West is detailed in H. M. Inspector Mr. D. Thompson's report.

In 55 schools soup kitchens have been established at which hot soup can be obtained by each pupil at the cost of one halfpenny, the maximum amount payable by a family being a penny halfpenny. The provisions are supplied and the charges met largely by voluntary contributions, but to some extent by school concerts. At 12 other schools tea, coffee and other light refreshments are supplied, and Mr. Thompson mentions two cases in which specially good work has been done in this matter by the teachers.

Insufficient feeding.

In the same district an enquiry was made in order to discover to what extent children were insufficiently fed. Such cases were reported from 23 schools (12 in Dumfriesshire, 3 in Kirkcudbright and 8 in Wigtown), and they involved about 300 children. Insufficient feeding was always combined with insufficient clothing. After giving the causes of the destitution Mr. Thompson notes that the teachers are of opinion that voluntary efforts are quite adequate to cope with it, and that it is often found that improper feeding does more harm and is more common than insufficiency of food.

BLIND, DEAF MUTE AND DEFECTIVE CHILDREN.

The Blind and Deaf Mute Children of Glasgow continue to be cared for on the same lines as formerly. They are generally educated at large central institutions for the purpose—the Blind at the Royal Asylum for the Blind, and the Deaf at the Glasgow Institution for the Deaf and Dumb at Mount Florida. From the

Glasgow: history of Special Schools.

Annual Report on School Attendance by the School Attendance Committee of the School Board of Glasgow I quote the following interesting historical paragraph showing the development of the beneficent work carried on by this Board in connection with mentally and physically defective children:—

> " One of the most noteworthy features of the present report is the increase in the number of classes for defective children. The first class for mentally defective children was started in Oatlands School in 1898. Two years ago the class was transferred to Hayfield School. The first class for physically defective children was started in the Queen Margaret College Settlement, Elliot Street, in 1901, as an annexe to Finnieston School. Since then centres for mentally defective children have been opened in the following schools, viz:—Camlachie, Finnieston, Grove Street, Calton, Bridgeton, Dennistoun, Dobbie's Loan, London Road, St. Rollox, and Shield's Road, and for physically defective children in Woodlands Institute, Bridgeton, Hayfield, London Road, Grove Street, St. Rollox, and Shield's Road Schools. There are 443 children on the roll of the mentally defective classes and 463 on the roll of the physically defective classes."

Govan: provision for Defective Children.

Reference has already been made (see section on School Supply) to the excellent provision which is being made at Ibrox under the Govan Parish School Board for a further extension of their special schools for Defectives. Their new school in the Partick District, mentioned last year, is now in full working order, and the number of pupils on the roll at the end of the school year (June) was 90. The classes for mentally defective children at Broomloan Road and Church Street Public Schools are carried on as in former years. They had a total roll at the end of the school year of 31 pupils.

Renfrewshire: H.M. Inspector *Mr. Munro Fraser.*

From H.M. Inspector Mr. Munro Fraser's Report I take the following passages which show the growing importance of this part of the work of his District.

> "The classes for Deaf Mutes held at the Paisley and Greenock Centres continue to do a large amount of good work. In the Greenock Centre 21 pupils are enrolled, in the Paisley Centre 17.
>
> The pupils enter school at seven or eight years of age and remain till they are about 16. The percentage of attendance in Paisley is very high (exceeding 90 per cent.). In Greenock the attendance is not quite so good, perhaps having been affected during the past year by illness and exceptionally bad weather. . . .
>
> The latest enterprise of the Paisley Board is the institution of special classes for Defective children other than Deaf Mutes The classes meet at present in temporary premises in Abercorn Public School. The pupils are divided into two sections, one for the physically defective (Roll 20), the other for the mentally defective (Roll 17). Very few of the latter have ever been at school before, Most of the children, who are drawn from all sections of the community, are conveyed to and from school in a specially constructed ambulance van in charge of a nurse.
>
> Two specially trained teachers are set apart for the instruction of these classes. Each of the physically defective pupils, of whom most are incapable of much exertion of any kind, receives suitable instruction in reading, writing &c. After dinner, which is provided in school, at midday, all engage in Kindergarten or Manual Occupations, interspersed with Singing, Recitation, &c.
>
> "The mentally defective are very difficult to teach and to discipline. Suitable physical exercises are found very useful in improving their powers of attention, self-control and intelligence, not to mention health. All their

work, including manual occupations, is necessarily of the simplest character. Some have even to be taught to play. A committee of ladies have undertaken to assist the nurse in serving dinner and in entertaining the children in various thoughtful ways. . . .

"It is gratifying to note that although the school has been in operation for only two months, nearly all the scholars show signs of physical and mental improvement."

I am once more indebted to Miss Monteagle, the Principal Teacher of the Bridgeton Special School under the Glasgow School Board, for a full and interesting report on the work done for Defective Children in this area. I give below a summary of Miss Monteagle's Report:—

Report by Miss Monteagle, Bridgeton Special School, Glasgow.

"Three of the special schools in Glasgow have been opened during the past year viz. :—St. Rollox, London Road, and Shield's Road, at each of which there are classes for both physically and mentally defective children. The majority of the physically defective children are observed to be below the normal in intelligence, yet they make very marked progress in all branches of school work. The prevailing physical defect is rickets, and it appears to result from a general lack of nourishment in the broadest sense, including, as well as lack of food, lack of *suitable* food, lack of fresh air, and lack of proper rest; but insufficient nourishment of the body in general implies and includes insufficient nourishment of the brain, hence such children are often backward in school studies. This constitutes a strong plea, not only for feeding such children in school, but also for making all their school surroundings as bright, spacious and airy as possible. The value of space, fresh air and sunshine to these children is so great that it would be well if spaces in some of the public parks were set apart for their use. Such a place as the Glasgow Corporation Estate of Ardkinglas might well, as was suggested last year, be utilised for the purpose, among other things, of establishing holiday homes and schools for Defective Children, to which groups of pupils might be sent with their teachers in turn from the special schools in the city.

"The task of teaching mentally defective children is a difficult but not a hopeless one. Their mental defects do not make them specifically different from normal children, and the study of such children may be made very helpful in understanding the psychology of the normal child. The special schools might, therefore, in some respects be a good training ground for all teachers. The teacher of a special school should to a large extent, be left free to adapt the subjects of the ordinary school curriculum to the peculiarities of the individual child. The line of least resistance can often be followed with advantage to such children, and, by giving special attention to a particular aptitude, waste of time and energy may be avoided, and more real progress will result.

"Many of the manual occupations given in the special schools are not only of great educational value, but may also be used in after life as a means of livelihood. When the children attending these schools reach the age of thirteen or fourteen years, such occupations as Cookery, Laundry or Housewifery should be given, for domestic service appears to be the most suitable form of occupation for defective girls after they leave school. Such occupations might, with advantage, be taught even to the older boys as well as to the girls, since there are openings for boys in domestic work in various homes, institutions, and Boarding Schools.

"The sphere of the special schools might be extended to include many children who, while not positively defective, give evidence of that mental torpidity, which is the result of a slowly working ill-nourished brain.

"The Phonic Method of teaching to read has, during the past year, again shown its superiority to the alphabetic method by the actual results obtained in the case of certain children whose work in this subject was specially noted."

Progress in the care of Defectives.

It is evident that the work of teaching defective children is making steady progress in Glasgow, Govan, Paisley and Greenock. It is to be hoped, however, that in many of the crowded centres of Lanarkshire such as Coatbridge, Airdrie, and Motherwell, and in the larger towns of Ayrshire, in all of which there must be many cripple and disabled children, not receiving at present any systematic training, some beginnings of this important and necessary work will soon emerge.

SUPPLEMENTARY COURSES.

Statistical Tables.

The statistical table (No. I) relating to these Courses which has been given in the General Report on this Division for the last two years has again been furnished by the Department at my request. By a comparison of the numbers for the three years it is now possible to estimate to some extent both the amount and the rate of progress throughout the Division in certain of the most important elements of educational efficiency, for it is conceded on all hands that the best test of such efficiency is the proportion of pupils who pass through the whole course of the school, and therefore obtain the full benefit of the type of instruction which it affords.

Table No. I, given below, shows the detailed statistics for the whole Division according to Inspectorial Districts, while by reference to Table No. II, in which the chief totals for the three years, 1905, 1906, 1907 are given in series, it is possible to see the total amount of progress made. In Table No. III the increase for the last two years is given separately, with certain percentages from which the rate of progress can, to some extent, be deduced, and in Table No. IV a comparison with relative percentages is made between the number of pupils who, by obtaining the Merit Certificate this year, showed that they had remained a full year in the Supplementary Courses, and the number of pupils in the previous year who actually qualified for entry to such Courses.

The Qualifying Examination.

Before any general deductions are made from these statistics it is perhaps advisable to refer to the fact that the "Qualifying Examination" by which scholars are passed for enrolment in Supplementary Courses (Column 3, Table No. II) is not only the stage at which pupils enter these courses, but that it is also the stage at which pupils are enrolled in Higher Grade Departments or Schools.

Pupils entering Higher Grade Schools.

An estimate of the number of pupils who chose the Higher Grade Course based on the average attendance on which grants were paid in the first year of the Course leads to the conclusion that such pupils form about 24 per cent of the number who qualify. This percentage must be added, therefore, to those who obtain the Merit Certificate when an estimate is made of the whole number who pass beyond the qualifying stage, and spend at least a year in higher work, either in a Supplementary Course or in a Higher Grade School.

TABLE NO. I.

STATISTICS RELATING TO THE WESTERN DIVISION FOR THE YEAR ENDED 31ST AUGUST, 1907.

Number of District.	County or District.	Average Number enrolled.	Actual Average Attendance.	Number of Schools in which Scholars were passed for enrolment in Supplementary Courses.	Scholars passed for enrolment in Supplementary Courses.	Number of Schools in which Grants were paid for Supplementary Courses.	Average Attendance paid grant under Art. 21 (Supplementary Courses).	Scholars passed for the issue of Merit Certificates.
7	**Lanark, part of** - - -	112,988	97,193	109	6,595	54	2,491	1,222
	Bute, County of - - -	2,798	2,479	16	201	12	90	36
	Total - - -	115,786	99,672	125	6,796	66	2,581	1,258
8	**Lanark, part of** - - -	91,232	79,133	194	7,294	142	2,869	762
	Dumbarton, part of - -	3,155	2,651	7	234	6	94	4
	Stirling, part of - - -	1,176	1,036	6	119	5	69	23
	Total - - -	95,563	82,820	207	7,647	153	3,032	789
9	**Ayr, County of** - - - -	49,598	43,446	144	3,822	90	1,820	556
	Total - - -	49,598	43,446	144	3,822	90	1,820	556
10	**Dumfries, County of** - -	13,147	11,508	77	854	18	309	92
	Kirkcudbright, County of -	6,999	6,153	47	435	20	260	67
	Wigtown, County of - -	5,810	4,972	37	285	11	153	44
	Total - - -	25,956	22,633	161	1,577	49	722	203
11	**Lanark, part of** - - -	37,129	32,549	34	2,768	24	871	342
	Dumbarton, part of - -	19,239	17,104	36	916	22	376	105
	Total - - -	56,368	49,653	70	3,684	46	1,247	447
12	**Renfrew, County of** - - -	54,411	47,971	81	3,661	54	1,619	558
	Argyll, County of - - -	11,699	10,356	98	888	78	609	168
	Inverness, Parish of Small Isles	64	50	1	1	—	—	—
	Total - - -	66,174	58,377	180	4,550	132	2,228	721
	Total of Western Division	409,445	356,601	887	28,076	536	11,630	3,974

The percentage of pupils who should qualify.

There is general agreement that, when all the circumstances are taken into consideration, the number of pupils who, in a regularly attended and well taught school can annually be brought to the qualifying stage, should be about 10 per cent of the average number in attendance. If this test is applied to the totals of the Division given in Table No. I, it is found that instead of 35,660 qualified pupils we have this year 28,076 a deficiency of 7,584; but last year the deficiency, similarly calculated, was 12,315, and the previous year it was, on the same basis, 15,198. This undoubtedly represents a very gratifying amount of progress. The increase in the number qualifying year by year has been considerable, and the rate of progress shows a steady, but not too sudden, acceleration. If the present rate of advance can be maintained, the deficiency in the number of pupils who qualify, should be practically extinguished within the next two or three years.

A considerable increase

The increase in the various Districts.

Each of the Districts within the Division shows, in varying degree, the same result—a large absolute increase in the number qualifying, and a proportionate diminution of the difference between this number and 10 per cent of the average attendance, but the rate of progress in certain districts has been really remarkable. In Lanarkshire District (No. 8), for instance, a deficiency of 3,752 in 1905 has been reduced to 635 in 1907, and the rate per cent in this District is 9·2 of the average attendance. A similar, though proportionately less, reduction has taken place in Ayrshire, where the corresponding figures are 1,843 and 522. The relatively large increase for this year in District No. 7 is also worthy of notice; this increase is nearly six times greater than the increase of the previous year over 1905.

These facts are most clearly seen from the figures given in Table No. II, from which it appears that the total number who qualified last year is 5,161 more than in the previous year, which again showed an increase of 3,270 over its predecessor, while the percentage of the number qualifying to the average roll has risen steadily from 5·63 to 7·87.

This percentage is highest in District No. 8, where, as has already been mentioned, the rate of progress has been most rapid, but from Table No. III, Column (5), it will be seen that in every District this figure is greater than it was last year, and that in several cases it has risen by more than 2 per cent. in three years.

Uniformity of results.

This percentage is very uniform throughout the Division, even more uniform than it was last year. Only in Lanarkshire does it differ to any great extent from the general average for the Division of 7·8, but neither in this county nor in Ayrshire should the increased numbers be attributed to any lowering of the standard of attainment—a subject which will be dealt with in the paragraphs treating of the Qualifying Examination (See Mr. Lobban's remarks on this point in the section on Teaching Staff and Organization).

TABLE No. II.

No. of District.	Year.	(1) Average Number on Roll.	(2) Average Attendance.	(3) Passed for Supplementary Courses.	(4) Average Attendance in Supplementary Courses.	(5) Passed for Merit Certificate.	(6) Percentages of (3) to (2) and of (5) to (4).	
No. 7. Dr. A. D. Thomson	*1905	113,359	98,247	5,172	1,673	733	5·2	46·7
	1906	114,917	99,233	5,439	2,218	1,169	5·4	52·7
	1907	115,786	99,672	6,796	2,581	1,258	6·8	48·7
No. 8. Mr. G. Andrew	1905	93,660	81,467	4,395	1,934	506	5·3	26·1
	1906	94,260	81,337	5,561	2,239	684	6·5	30·5
	1907	95,563	82,820	7,647	3,032	789	9·2	26·0
No. 9. Mr. Lobban	1905	49,422	42,512	2,408	1,011	328	5·6	32·4
	1906	49,132	42,770	3,190	1,278	411	7·4	32·1
	1907	49,598	43,446	3,822	1,820	556	7·8	30·5
No. 10. Mr. D. Thompson	1905	26,233	22,902	1,278	397	123	5·5	30·9
	1906	26,182	22,851	1,510	482	158	6·6	32·7
	1907	25,956	22,633	1,577	722	203	6·9	28·1
No. 11. Mr. R. Harvey	1905	54,580	46,581	2,320	637	237	5·0	37·2
	1906	54,783	48,162	3,072	783	297	6·3	36·6
	1907	56,368	49,653	3,684	1,247	447	7·4	35·8
No. 12. Mr. Munro Fraser	1905	65,198	56,608	4,062	1,898	577	7·0	30·4
	1906	65,802	57,947	4,143	2,299	888	7·1	38·6
	1907	66,174	58,377	4,550	2,228	721	7·7	32·3
Totals.	1905	402,596	348,436	19,645	7,545	2,504	5·63	33·1
	1906	405,076	352,300	22,915	9,299	3,607	6·50	38·7
	1907	409,445	356,601	28,076	11,630	3,974	7·87	34·1

The increase in relation to the Roll.

The total roll of the Division has increased by 4,369, and the average attendance by 4,301. There is, it may be said in passing, evidence of increased regularity in this fact, but it will also be seen that the increase in the number who qualify is very much larger than can be accounted for by the increased average alone. At the rate of 10 per cent. of the average attendance an increase of 430 would have sufficed to make the number equal proportionately to that of last year. but the actual increase is 5,161

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* The statistics for 1905 have been adjusted to correspond to the present boundaries of the Districts.

Similarly, in each of the Districts where the roll and the average have risen together, the number qualifying is much greater proportionately than the increased attendance, and this, increase in the number of qualified pupils in the Dumfries District where the roll has *decreased*, is all the more remarkable.

TABLE No. III.

[NOTE.—Plus (+) means an increase; minus (−) means a decrease as compared with the previous year. The increase or decrease of 1906 over 1905 is given *in italics*.]

(1) No. of District.	(2) Average Number on Roll.	(3) Average Attendance.	(4) Passed for Supplementary Courses.	(5) Percentage of (4) to (3).	(6) Passed for Merit Certificate.	(7) Percentage of (6) to (4).
No. 7.	115,786	99,672	6,796	6·8	1,258	18·5
Dr. A. D. Thomson	*−854* +869	*+375* +439	*+233* +1,357	*+·2* +1·4	*+429* +89	*+7·2* −2·9
No. 8.	95,563	82,820	7,647	9·2	789	10·1
Mr. G. Andrew	*+456* +1,303	*−249* +483	*+1,166* +2,086	*+1·5* +2·7	*+178* +93	*+·8* −2·3
No. 9.	49,508	43,446	3,822	7·8	556	14·5
Mr. Lobban	*−482* +466	*+95* +676	*+772* +632	*+1·8* +·4	*+77* +145	*−1·0* +1·7
No. 10.	25,956	22,633	1,577	6·9	203	12·8
Mr. D. Thompson	*−51* −226	*−51* −218	*+232* +67	*+1·1* +·3	*+35* +45	*+·8* +2·4
No. 11.	56,368	49,653	3,684	7·4	447	12·1
Mr. R. Harvey	*+203* +1,585	*+1,581* +1,491	*+752* +612	*+1·3* +1·1	*+60* +150	*·6* +2·5
No. 12.	66,172	58,377	4,550	7·7	721	15·8
Mr. D. Munro Fraser	*+1,500* +372	*+2,113* +430	*+115* +407	*−·1* +·6	*+324* −167	*+7·4* −5·6
Totals.	409,445	356,601	28,076	7·8	3,974	14·1
	+2,480 +4,369	*+3,864* +4,301	*+3,270* +5,161	*+·9* +1·3	*+1,103* +367	*+3·0* −1·6

Certificate of Merit—a general increase.

If we turn now to the number of pupils who by fulfilling the conditions of the Code have passed for the Certificate of Merit, and who thus complete the curriculum of the Elementary School, we find that in each district, with one exception, the number has increased as compared with last year, though in two districts the increase is smaller than in the preceding year.

The decrease in the number of Merit Certificates claimed in District No. 12 may, to a large extent, be due to the fact that several new Higher Grade Schools have been opened, both in Renfrewshire and in Argyll, and that in consequence pupils who were formerly in Supplementary Courses are now taking a Higher Grade Course and do not claim the Merit Certificate. This circumstance, which is also true of other parts of the Division (see section on Higher Grade Schools) probably accounts for the apparent slackening in the rate of progress in this particular. The number of Merit Certificates gained in 1906 was 1,103 more than the number in 1905. This year the increase is only 367, but if the explanation suggested is the true one, this does not represent a loss educationally, but rather a gain, as the pupils concerned, if they complete the Higher Grade Course, are receiving more than the equivalent of the training they would have obtained in a Supplementary Course.

A decrease accounted for.

There are cases, however—for example the county of Bute—where this explanation does not apply, and where we even find a diminished number of Merit Certificates combined with an increased average attendance in Supplementary Courses. This can only mean that, while a larger number qualify for the Course, and enter it, a smaller number than ever actually stay in it for at least a year. Even in cases where both the number of Certificates and the average in Supplementary Courses have risen together, the increase in the former case is not equivalent to that in the latter. In District No. 7, for example, there is an increase in the number of Merit Certificates of 89, and an increase in the average attending Supplementary Courses of 363, so that while the latter number has increased by 16 per cent. the former has only increased by about 8 per cent. The meaning of this fact is the same as that given to the figures for Bute, but it is on the whole a distinct gain that the actual number who take the Course, though they may not complete it, has risen to so satisfactory a level.

Attendance at Supplementary Courses.

Another method of ascertaining the amount of progress in this respect is shown in the last column of Table II, which gives for three successive years the percentage of the number of Merit Certificates issued to the average number in attendance in the Supplementary Courses. This column shows (1) that as a rule only about a third of the pupils who enter a Supplementary Course remain for a year in it, and (2) that though in almost every district the average attendance in the Supplementary Courses is greater than last year the percentage of pupils who obtain the Merit Certificate is less in every case than in the preceding year; in some cases it is the smallest of the three years. The general significance of this need not be further insisted upon, but it detracts considerably from the satisfaction with which one observes that the total average attendance at the Supplementary Courses is increasing at the rate of about two thousand per year.

Another Estimate of Progress.

TABLE No. IV.

[NOTE.—Plus (+) means an increase ; minus (—) a decrease as compared with the previous year.]

No. of District.	County or District.	Scholars passed for enrolment in Supplementary Courses in 1906.	Scholars qualified for Merit Certificate in 1907.	Percentage.
7	Glasgow, &c. - - -	5,439	1,258	23·1
		+233	+89	+·5
8	Lanark, &c. - - -	5,561	789	14·1
		+1,166	+93	—1·4
9	Ayr - - - -	3,190	556	14·2
		+772	+145	—2·7
10	Dumfries, &c. - - -	1,510	203	13·4
		+232	+45	+1·1
11	Govan and Dumbarton	3,072	447	14·2
		+752	150	+1·4
12	Renfrew and Argyll -	4,143	721	17·4
		+115	—167	—4·2
Totals.	—	22,915	3,974	17·3
		+3,270	+367	+1·0

General results.

When we endeavour to ascertain from Table IV how many of those who qualified last year actually took a course of at least one year's duration, we must add to the percentage given in the last column of this table the general percentage of enrolment in Higher Grade Schools mentioned in the third paragraph of this section. Hence it appears that about 41 per cent (24+17) of those who qualified took at least a year's work beyond the elementary stage. Last year this number was estimated at 40 per cent, and in both cases it is probably under, rather than over, the actual enrolment. It cannot be regarded, however, as a satisfactory general result that at least 50 per cent. of the pupils who qualify for Supplementary and Higher Grade work do not take advantage of the facilities so widely offered for it. As in last year's returns it is again the case that the proportion of pupils passing through the Supplementary Course is greatest in the Glasgow District, and in Renfrew and Argyll (see last column of Tables III and IV), although in the case of the latter District there has been a decrease as compared with last year.

Satisfactory on the whole as the statistics of the Qualifying Examination are, especially when the large and increasing enrolment in Higher Grade Schools is taken into account, it cannot be denied that the decline in the proportion of the pupils in Supplementary Courses who obtain the Merit Certificate is an ominous sign, for it means that though the number who qualify approaches the desired proportion many will only attend for a few weeks, or, at most, a few months in the Supplementary Course before the legal age of exemption releases them.

Merit Certificates in Wigtownshire.

The very small number of Merit Certificates obtained in Wigtownshire was spoken of last year, In 1905, 46 pupils obtained the Certificate, in 1906 this number fell to 41, this year (1907) it is 44, so that the number of pupils who complete the full Curriculum of the Elementary School, if they were all gathered together, would just suffice to furnish rather more than one full Supplementary class for the whole area. As a matter of fact more than half of the total number of Merit Certificates gained in this County last year were issued to pupils of *one* School, viz., Stranraer Academy. This state of matters is again commended to the earnest attention of the School Boards and Teachers of the County.

Schools presenting Qualifying pupils.

In Table I it will be found that the number of schools in the Division which present qualifying classes has risen from 790 last year to 887 this year, but as the total number of schools in the Division is 1,113 it follows that there are still more than 200 schools in which no pupils are presented at the stage of the qualifying examination. Some of these schools, are, no doubt, very small, and others are Infant Schools, but there still undoubtedly remains a minority which ought to present such pupils. There is a prospect, however, that by another year all schools, from which such presentations may reasonably be expected, will be included in the list. The number of schools which have Supplementary Courses shows a corresponding increase; last year there were 450 such schools, this year the number is 537.

Schools with Supplementary Courses.

District No. 10 (Dumfries, &c.)

The increase in schools presenting pupils has been very marked in District No. 10, where 41 schools have been added to last year's list, and 16 more schools than last year have begun work in Supplementary Courses, three of them being in Wigtownshire. The proportion of schools having such Courses is still, however, smaller in this District than in other parts of the Division, of which it may be said in general that about half the schools in each district afford facilities for Supplementary Instruction.

Qualifying Examination in Glasgow and Govan.

The number of pupils in the Glasgow Board Schools who passed the Qualifying Examination and are enrolled in Supplementary Courses or Higher Grade Departments, continues to show a satisfactory increase. There has also been a steady rise during the past three years in the number of Merit Certificates issued annually for such pupils. The table given below will show the exact figures for each year. Similar statistics are not available for the schools of the Govan School Board, but the numbers qualifying and the number of Merit Certificates issued during the past year are given in the Board's Report on School Work. From this it appears that 2,424 pupils qualified, and that 318 Merit Certificates were issued. Even after the necessary deduction has been made from the number qualifying, on account of pupils enrolled in Higher Grade Departments, the total of Merit Certificates is not by any means large, and in certain schools under this Board, *e.g.*, Fairfield P.S., where no Merit Certificates were issued, it is extremely unlikely that *all* the pupils who qualified either would, or should, enter the Higher Grade Department of the School, since this implies that they are prepared to take a full three years' course of Intermediate Education.

GLASGOW BOARD SCHOOLS.

Year.	Number of pupils qualified under Art. 29.	Number enrolled in Supplementary Courses and Higher Grade Schools.	Number of Merit Certificates.
1904	2,341	3,668	695
1905	3,698	4,076	620
1906	4,123	4,252	916
1907	5,137	4,968	1,002

The Examination under Art. 29, "Qualifying Examination."

With regard to the Qualifying Examination itself there seems to be no doubt that a good deal of misapprehension as to its place, its function, and its standard has existed. The result of this was as H.M. Inspector Mr. G. Andrew remarks :—

> "That a ridiculously small proportion of the pupils were receiving the benefit of Supplementary work before leaving school, and that many of those who reached this stage turned 14 after being only a few months in the Courses. If there is one text from which we have been preaching day in, day out, during the past year it is this :—that all pupils of average ability who attend well and behave well, should have spent at least a year in a Supplementary Course before leaving school, that these courses should be made not aristocratic but democratic, and that if they are to confer the benefit they are capable of conferring on the rising generation, they must be fully participated in by the large majority of the children. The pupils must not be too late in entering them, and the school curriculum must be so framed as to have the pupils ready for the Qualifying Examination at the proper age."

Number of Supplementary Courses.

The reports of the District Inspectors also indicate the marked increase in the number of Supplementary Courses which has taken place all over the Division, and the fact that a wider conception of the treatment of the subjects of Schedule V, and particularly of English, is steadily gaining ground among the teachers. Several of the Inspectors draw attention to the circumstance that home reading consists too exclusively of fiction, and urge that travel, biography and Natural History might receive more encouragement. I am inclined to agree with this; there is a type of boy to whom narratives of actual adventure—such books, for example, as Lord Roberts' "Forty Years in India," Trevelyan's "Cawnpore," Fitchett's "Account of the Mutiny," Nansen's "Farthest North," Smiles' "Lives of the Engineers"—make a stronger appeal than fiction of the most classical type, and books of this class should find a place in every well-furnished school library.

Practical Instruction in Supplementary Courses.

There is equal agreement, however, that, except in the large centres, the practical side of the instruction has received little, if any, development. On this point I quote from H.M. Inspector's Report on Lanarkshire:—

> "The most important point in connection with Supplementary instruction in Lanarkshire at present is this: There is great danger of one-sidedness; the education imparted is becoming too bookish; . . . . True we are teaching the pupils how they may enjoy their leisure, but we are pointing too directly at leisure. . . . In other words it is necessary to insist on practical work of a suitable type being more generally adopted in the industrial centres.

and H.M. Inspector Mr. Lobban in his Report on the Ayrshire District has the following paragraph:—

> "With regard to the work of the Supplementary Classes as a whole, I think we may fairly claim that they are fulfilling all reasonable expectations as far as the ordinary subjects of instruction are concerned. But it seems to me that matters are now ripe for an extension of their usefulness, and that the inclusion in the scheme of work of some form of practical training should be compulsory in all but exceptional cases. In the larger centres there is no difficulty in providing facilities for instruction in Woodwork, Cookery and Laundry Work. In many rural districts, I am convinced, the same subjects could be introduced without much trouble and at little cost. The additional rooms required for the purpose need not be expensive structures and a group of schools could be served by the same teacher."

The neglect of this practical side of the instruction is alluded to by H.M. Inspector Mr. Munro Fraser in connection with one marked case:—

> "Port-Glasgow, a shipbuilding centre of note, has as yet no centre for Industrial training, and, in a new central school that is shortly to be erected, the provision of a workshop has been deliberately omitted from the plans."

H.M. Inspector Dr. A. D. Thomson on the other hand has a very satisfactory statement to make in this regard in the case of Glasgow:—

> "The Glasgow Board has this year instituted important changes in the arrangements for Supplementary Courses. A uniform industrial course is now the only one in Glasgow Schools. This is a step in the right direction, for the industrial course is certainly more educative than the commercial."

Practical Instruction in Rural Schools.

The case of practical instruction in the Supplementary Course in rural schools presents greater difficulties. A course of Cookery including some instruction in practical housewifery is in every way as desirable in rural as in urban districts, but, until Boards can be got to combine to secure the services of peripatetic teachers, or until the difficulty be solved by an enlargement of areas, there is little hope of much progress in this direction. Certain subjects, however, suggest themselves as lying ready to the willing and resourceful teacher's hand, even as matters are at present. Land measuring was traditionally a subject of instruction in many of the Parochial Schools in Scotland, and there seems no reason why it should not continue to be so. With the wider diffusion of classes for practical training instituted by the Provincial Committee under Article 55 of the Regulations, there need be few teachers unqualified to impart practical training in some form of manual instruction, such as Woodwork. No great outlay on the side of equipment is necessary to start this branch of instruction in any rural school, given the necessary skill on the part of the teacher. With a bench or two in the corner of a classroom capital work can be done with the few boys at the Supplementary Course stage. A school in Argyll alluded to by H.M. Inspector Mr. Munro Fraser is an instance of what can be done in this way. Schoolmasters in upland districts are often expert bee-keepers. Training in this art would form an admirable side of practical instruction in connection with the Supplementary Course; it would be at once interesting, instructive and stimulating to the pupils, and it would be capable of being made profitable in their ordinary life. It may be remarked incidentally that an enthusiastic teacher can, by his skill, give to a branch of knowledge of this type a wonderful stimulus to a whole district.

H.M. Inspector Mr. G. Andrew in his report on Lanarkshire makes the following statement:—

> "In the small rural schools we press on the teachers the advisability of introducing practical land measuring for boys, and in a few cases this is being well done, and appreciated by parents. At least two of our country head masters are skilled apiarists, and in their schools the boys are fully instructed in the art of bee-keeping."

Navigation in Sea-coast Schools.

In insular and sea-coast districts Navigation is a subject which seems especially fitted for the practical side of a Supplementary Course. H.M. Inspector Mr. Munro Fraser refers to this:—

> "In Argyllshire there are approximately 36 Commercial Courses, 16 more or less Rural Courses, two Navigation Courses, and five Courses of an industrial character. It is evident that in this county the number of rural and Navigation Courses could be largely increased."

It is remarkable that over the whole of this district with its wide sea-coast there appear to be only two schools where Navigation is taught. If this is due to inability on the part of the teachers, there seems to be an excellent field for a practical class in this branch under Article 55 of the Regulations.

Rural Supplementary Courses. Relation to Agriculture.

There can, however, be no question that the all-important industry of the rural districts is Agriculture, and the crux is how to bring the instruction given to the older pupils at the Supplementary Course Stage into direct contact with it. During the past year the lack of any direct relation between the teaching of the schools and the future employment of boys and girls who are to spend their lives in country districts is a question which has been again and again pressed on my attention; and a motion was brought up by a prominent member of the Ayrshire County Council that the attention of the Department should be drawn to this clamant need in connection with the teaching of our rural schools.

School Gardens.

If the instruction is to be of any real value it must be practical, and, so far as the boys are concerned, probably the best side from which it can be approached is that of a properly equipped school garden.

A proposal by the Department.

The course, which I understand your Lordships intend to adopt, namely, to place funds at the disposal of the several Agricultural Colleges enabling them to send into each county one or more experts, who are to get into touch with the young farmers, and with the teachers, and to give assistance in the formation of properly equipped gardens at the rural schools, and instruction to the teachers as to their management, will probably result at an early date in better planned and better taught rural Supplementary Courses.

Suggested graduation of Grants for Supplementary Courses.

So strong seems to be the feeling of the District Inspectors as to the need for the development of this practical side, that more than once allusion is made to the question of whether a graduated payment of grant under Article 21 should not be considered. There can be no doubt that the Board which earns the liberal grant at present allowed at the cost of buying a few books, and giving the pupils in addition to their course in English a little practical Geometry and so-called Commercial Arithmetic—doing in fact little beyond what it was customary to do in the old sixth or ex-sixth Standards—hardly deserves to be paid at the same rate as the Boards who have provided, in addition to other subjects, well equipped courses of practical instruction for boys, and of Cookery, Laundry and Practical Housewifery for girls.

Alleged "marking time" in School.

One frequently hears the remark made that for a year or more before children reach the exemption limit of fourteen, they are simply "marking time" in school, and would be deriving greater benefit both on the utilitarian and the moral side by being engaged in some form or other of ordinary every-day work. If this be so, if children are simply "marking time" in school, and have contracted a dislike to its discipline, the fault undoubtedly lies with the school. The children get wearied because they are not being interested, and the course of instruction at this stage must be specially adapted in the case both of boys and girls to fall in with the process of transition from childhood to youth which at this stage is rapidly progressing; they no longer respond so readily to the formal methods of *ex cathedra* teaching suitable for earlier stages, and they long to employ their minds and their hands independently, and one way in which this longing can be satisfied is by their employment in some form of practical work.

English in the Supplementary Course. Study of Shakespeare.

In some of the District Reports allusion is made in connection with the English Study of the Supplementary Courses to the view that the pupils ought not at this stage to be introduced to the study of Shakespeare, but that poetry of a simpler and more objective type, such as the narrative poems of Scott, is, at least in the first year, to be preferred. This point was alluded to in last year's Report in connection with the Higher Grade Schools, and it is one deserving consideration. It may naturally be expected, however, that, in every intelligently directed school, pupils will have some acquaintance with Scott before the Supplementary Course is reached, and further, it has to be remembered that, in the case of Supplementary Course Pupils, their only chance of receiving an intelligent introduction to Shakespeare occurs at this stage. The judicious teacher, however, will here, just as in the case of a Higher Grade Class, be careful in the selection of the play taken up, and, generally, if he knows his business, will adjust both the prose and poetry selected for study to the capabilities of his class.

Supplementary Courses for Girls.

H.M. Inspector Mr. Munro Fraser emphasises the importance of the Supplementary Class teaching of girls being in the hands of a highly cultivated lady teacher. I am in the heartiest agreement with him, and I quote his remarks at length:—

> "In our ideal school a large part of the training of the girls in a Supplementary Course should be given by a lady teacher. She knows, as no man can know, their modes of thinking, their special needs and aspirations. She can talk of the books they read with more freedom than a man, and can appeal to sentiments of which he is ignorant. In the greater as well as in the lesser moralities of life, the personal influence of a cultured and refined woman exerts a 'double sway.' It is, therefore, satisfactory to note that in schools where the girls are numerous enough to form a separate class, their instruction in the Supplementary Course is mainly in the hands of lady teachers. The difficulties in the way of this arrangement in small schools are great, but not in all cases insuperable. Needlework is a woman's subject and the teacher of it is usually one of the ordinary trained staff. It should be possible to utilise her services in at least a part of the work of the Course."

HIGHER GRADE SCHOOLS.

Number of Higher Grade Departments.

The Higher Grade Departments received such full treatment in the General Report of last year that it seems unnecessary to make any lengthy reference to them at present. It may be mentioned, however, that at the close of the session of 1907 there were 65 Higher Grade Departments or Schools in the Division Since then the following have been added, viz:—Dalmellington, Troon, Kilwinning, and Stevenston in Ayrshire, Tobermory, Lochgilphead and Tarbert in Argyllshire, and Johnstone in Renfrewshire.

All these have been provisionally recognised as from the beginning of the current session 1907–8.

Supply of Higher Grade Instruction.

Over the Division as a whole the supply of Higher Grade Departments is reasonably adequate, particularly so in Ayrshire, Lanarkshire (including Glasgow and Govan), Dumbarton and Renfrew. In certain of the insular parts of Argyll it will probably be advisable to allow certain schools, without conferring Higher Grade status on them, to present pupils for the Intermediate Certificate, provided the necessary attainments are shown. This might be found a fairly satisfactory solution for schools like Port Charlotte and Portnahaven in Islay; the school of Port Ellen in this island ought certainly, in my opinion, to have a properly organised Higher Grade Department similar to that already existing at Bowmore. Recognition of the kind indicated has already been accorded to Inverary Public School, and I understand the Department is also to grant such recognition to Tigh-na-bruaich School where very satisfactory work of an advanced type is done. If a properly organised Higher Grade Department cannot be equipped at Tiree, some such arrangement as that described above might be found possible there. In Ayrshire, Ballantrae is in a similar position, and here also similar provision might be made. In Wigtown, some opportunity for obtaining the Intermediate Certificate should be provided in the Whithorn District. Negotiations with a view to this were entered into about a year ago between the Board and the Department, but they were broken off through the unwillingness of the Board to provide any additional buildings or staff. This was all the more disappointing in view of the fact that an addition to the Public School was being made at the time for the purposes of elementary instruction. The district of Gatehouse-on-Fleet is an isolated corner of the Stewartry in which some provision is also desirable. It, too, was visited a year ago at the request of the Local Boards, but difficulties, arising mainly from the peculiar boundaries of the School Board areas of Girthon and Anwoth, seemed, for the time, insuperable.

In the majority of the Higher Grade Departments throughout the Division the instruction will not go much beyond the Intermediate Stage. So far, however, as it does go, it can be confidently said to be growing in fulness and improving in its general quality. The teachers are getting a firmer grasp of the main scope and aim of the instruction.

The smaller Higher Grade Centres.

At several of the new centres the number of pupils completing the three years' course leading up to the Intermediate Certificate will be relatively small, but the ample provision which is being made, notably at Troon, Stevenston, Kilwinning and Dalmellington, will provide admirable equipment for the pupils taking a Supplementary Course at these Centres. Such pupils, both boys and girls, will there receive a much fuller and more suitable training on the practical side than formerly.

CLASSES FOR THE FURTHER INSTRUCTION OF TEACHERS.

(Article 55 of the Regulations).

H.M. Inspector Mr. F. W. Young, reports on these classes as follow:—

"During the past session Teachers' Classes provided by the Glasgow Provincial Committee have been in as great demand within the Western Division as in previous years. The following tabulated statement will serve to show that in comparison with 1905–6 the number of teachers in attendance at Classes in Experimental and Biological Science had appreciably increased, while in Drawing there was a slight corresponding diminution

1.—EXPERIMENTAL SCIENCE.

——	1905–6.			1906–7.		
	Nos. enrolled.			Nos. enrolled.		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
Lanark County, Hamilton Academy - - - - -	–	–	–	13	–	–
Lanark (Glasgow), Anderson's College Medical School -	23	-	-	22	–	–
Lanark (Glasgow), Our Lady and St. Francis - - - - -	18	20	11	–	–	–
Lanark (Glasgow), R. C. Training College - - - - -	28	–	–	42	–	–
Lanark (Glasgow), West of Scotland Tech. Coll. - -	12	5	–	28	15	7
Lanark (Glasgow), Woodside P. School - - - - - -	14	9	10	5	–	9
Renfrew, Paisley St. Margaret's Convent - - - -	17	–	–	22	19	-
	112	34	21	132	34	16
Grand Totals - -	167.			182.		

2.—NATURAL SCIENCE.

——	1905–6.			1906–7.		
	Nos. enrolled.			Nos. enrolled.		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
Bute, Millport Marine Biological Station: Botany - - -	13	–	–	–	–	–
Ditto: Zoology - -	7	10	6	13	7	9
Glasgow Technical College: Botany - - -	–	–	–	16	–	–
Lanark, Hamilton Academy: Botany - - -	–	–	–	21	–	–
	20	10	6	50	7	9
Totals -	36			66		

3.—DRAWING.

——	1905–6.			1906–7.		
	Nos. enrolled.			Nos. enrolled.		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
Ayr, Ayr Academy - - -	29	25	–	34	28	–
Kilmarnock Academy - -	17	–	–	16	–	–
Dumbarton, Dumbarton (B) Academy - - - -	5	10	5	2	7	4
Lanark (County), Airdrie Academy - - - -	13	16	15	20	16	13
Lanark (County, Hamilton Academy - - -	14	25	20	18	17	14
Lanark (Glasgow), Glasgow School of Art - - -	74	101	292	–	165	302
Lanark (County), Lanark Grammar School - - -	15	17	–	14	5	–
Lanark (Glasgow), Adelphi Terrace P. School - -	46	–	–	32	–	–
Lanark (Glasgow), Kent Road P. School - - - -	114	–	–	107	–	–
Lanark (Glasgow), Provanside P. School - - - -	94	–	–	71	–	–
Lanark (Glasgow), High School	–	–	–	–	73	–
Lanark (Glasgow), Pupil Teachers' Institute - - -	115	110	–	161	–	–
Lanark (Glasgow), Whitehill P. School. - - - -	–	29	–	–	25	–
Lanark (Glasgow), Our Lady and St. Francis - - - -	22	9	–	42	–	–
Renfrew, Paisley Technical College School of Art. -	9	7		4	4	4
Renfrew, Paisley St. Margaret's Convent. - - - -	21	25	–	29	20	–
Govan, Bellahouston Academy.	–	–	–	18	–	–
	588	382	332	568	360	337
Grand Total. - -	1,302			1,265		

4.—WOODWORK AND CARDBOARD MODELLING.

——	1905–6.			1906–7.
	Nos. enrolled.			Nos. enrolled.
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.
Lanark, Hamilton Academy -	11	2	–	23
Renfrew, Greenock Holmscroft H. G. - - - - - -	13	–	–	–
	24	2	–	23
Totals -	26			23

"The work in all the classes has been strongly marked with all the good features referred to in the previous reports—earnest and skilful guidance given by the instructors; eager and diligent application leading to very satisfactory progress on the part of the Teacher Students, who have, as a general rule, fully availed themselves of the opportunities for improvement in special branches provided for by the Provincial Committee. A promising feature is to be found in the relatively large numbers in attendance at 2nd and 3rd year classes In the Glasgow School of Art alone 302 were enrolled in the third consecutive year of study. Of these 37 have taken the course (Post Diploma), of the 4th year, 18 of the 5th year and nine of 6th year. 196 Students of the 3rd year submitted their Drawing Portfolios for the Public School Teachers' Drawing Diploma, and 153 were considered of sufficient merit for the award. For the first time a special class in Art Needlework was instituted for Post Diploma Students. Seldom has any Art Class been more fully successful in all its work. The satchels of work, the portfolios of drawings and the final inspection exercises were, almost without exception, highly praiseworthy. It is to be hoped that this class will exercise a healthy and progressive influence on Art Needlework, as practised in Continuation Classes, where the work hitherto done has been of a somewhat unsatisfactory nature owing largely to the want of sufficiently skilled teachers.

"Short Christmas Holiday Courses in (*a*) Drawing and Painting Life and (*b*) Painting Still Life, were conducted in the Glasgow School of Art by the Director and Professor Greiffenhagen. The Students were, most of them, Art Masters in Secondary Schools, who showed the greatest interest and enthusiasm in their studies.

"The Summer Holiday Courses in the Glasgow Technical College this year were more than usually successful. The subjects and attendance were as follows:—

1. Experimental Physics - - . - -	27
2. Experimental Chemistry - - - - -	23
3. Practical Botany - - - - - - -	14

"Each Course lasted for three weeks, giving a total of 75 hours instruction The great majority of the Students were teachers from Intermediate and Secondary Schools desirous of meeting the Science requirements of the Department by making themselves familiar with modern methods of work, and more particularly of obtaining practice in the use of instruments, and as they all possessed some knowledge of the subjects studied, progress was rapid, and to the entire satisfaction of the Instructors and Inspectors of the Department."

Conclusion. In bringing this Report to a close I am well aware that there are many points of interest which conditions of space have made it necessary to omit. We are, and have been for the last few years, in a period of transition, but one notes with satisfaction that the end of this period is at least in sight. The public mind as a whole, and more especially that section of the public—an ever-growing section—which takes an active interest in educational matters, is steadily becoming familiarised with the organisation which it has been the work of the last ten years to formulate. The notion has been prevalent that a revolution was taking place in educational arrangements. The idea is now gaining ground that, not a revolution, but a gradual evolution has been in process—an evolution which, when fully developed, will put Scotland in possession of an educational organisation adapted to satisfy on every side its educational needs.

In conclusion I desire to make very special acknowledgment of my obligation to Mr. J. H. Murray, Junior Inspector, for valuable assistance in the compilation of this Report.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. R. ANDREW.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX TO GENERAL REPORT, 1907.

WESTERN DIVISION.

REPORT ON COOKERY AND LAUNDRY WORK BY MISS CRAWFORD, INSPECTRESS.

COOKERY.

Glasgow.

"During the past year 41 classes in this Division were visited, 10 of which were taught by members of the ordinary Staff. The number visited, however, represents but a fraction of the classes in operation. In the city of Glasgow alone at least 43 trained teachers of cookery are employed, and to keep in touch with a staff of this magnitude is well nigh impossible. Happily the necessity for inspection in the city is minimised, as the work is so ably and systematically arranged and supervised by the Lady Superintendent, Mrs. Crighton Davies, to whose capable management and guidance is due the high standard of efficiency and generally good work throughout the city. It is of much importance that a large centre like Glasgow should take the lead in a subject such as this, for all over the West and South of Scotland, teachers follow very closely the methods and rules adopted by the Teachers of the city.

"The uniformity of Syllabus adopted within recent years by the Glasgow Board is a guarantee to some extent for systematic, practical, and applicable work. The lessons of this syllabus are, as a rule, closely followed, though occasionally a divergence for no special reason is met with. As far as I am aware, every cookery class room in the city is provided with a coal range or stove, with gas stove as an adjunct. The rooms resemble as closely as possible an ordinary kitchen, and are not used as general class rooms.

"The excellent nature of the teaching, the enthusiasm evinced. and good work done by the pupils in some of the schools in the poorer districts of the city merit the highest praise. No effort is spared to render the instruction of the greatest possible use to the pupils, upon many of whom devolves at a very early age the entire management of the home.

Housewifery Classes.

"The classes for Housewifery continue to give satisfaction, though in this direction there is room for further development, the training in this branch of work completing, as it were, the whole range of domestic subjects.

Govan.

"Some well equipped class rooms have been attached to the new schools under the Govan Board, but in many of the older schools the accommodation is unsatisfactory.

Maryhill. Cathcart. Helensburgh.

"Special cookery rooms have been included in the new schools recently erected by the Maryhill and Cathcart Boards; while in Dumbartonshire an excellent centre for all the pupils in Row Parish has been annexed to Helensburgh Clyde Street Public School.

Jamestown.

"The class room to be used for cookery at Jamestown Public School is meantime undergoing reconstruction, and a similar reconstruction is very necessary at Bonhill Public School.

Ayrshire.

"In Ayrshire there has been an increased number of classes during the past year.

'In Kirkcudbrightshire the subject has been introduced into several of the rural schools and successfully taught by a member of the staff qualified to give the instruction. Kirkcudbrightshire.

" Wigtownshire possesses but one class that, namely, at Glenluce Academy. Wigtownshire.

" A spare class room has been reconstructed and set apart for Cookery at Dumfries (Landward) Noblehill Public School, and much good and useful work is anticipated. Throughout the Southern Counties generally, the subject is not taught to any great extent, particularly in rural schools, where it is calculated to be of much benefit. The expense incurred in securing a teacher deters many Boards from introducing it. This difficulty however, could meantime be solved, if adjoining Boards would engage a peripatetic teacher for the work of the district, her time and services to be allocated according to circumstances. Dumfries Noblehill P.S.

" In Argyllshire an active class was seen for the first time at Tigh-na-bruaich Public School, where the Infant Class Room, with stove, tables and cupboard introduced, is meantime utilised. The lessons are satisfactory, but not so the class arrangements; and it is hoped that the Board will at no distant date erect a proper room where this work can be carried on with less disturbance to the general work of the school, and with more comfort and convenience to teacher and pupils. A spacious and well equipped room is attached to Lochgilphead School and the work here promises well. Argyllshire. Lochgilphead.

" At Oban High School an extension of premises is urgently necessary to enable the instruction to be carried out with greater efficiency, and on principles approaching in some degree to the conditions of home. The teaching given meantime is as good as can be expected under existing conditions; but, until more accommodation is provided, the best results cannot be attained. Oban.

" At Campbeltown the pupils from the Grammar and the Elementary Schools attend at the 'centre,' namely, the Hall of Lorne Street U.F. Church. It is not an ideal cookery room, but it has been adapted as far as possible to meet the requirements, and much successful work is being accomplished. Campbeltown.

" Throughout this Division there are many other classes where good work is being carried on, reference to which was made in my report of last year."

LAUNDRY WORK.

" More classes for Laundry Work are in operation in this Division than in the other two combined :—

" In Glasgow city and neighbourhood many of the schools are equipped with laundry class rooms, while, in the less thickly populated districts, one class room has been erected and adapted for both cookery and laundry work. Glasgow.

" I have not been privileged to see many classes in operation during the year, but, where the work was in progress on the occasion of my visit it has invariably been most favourably commented upon.

"Although the habit of giving out the family washing is becoming only too common, the advantages derived from a course of lessons in this subject are very great. The girls are not only initiated into the art of washing and dressing, but indirectly it has a decidedly elevating influence on them. Careless and slovenly habits begin to disappear, and pupils become more self-respecting in matters connected with the person and home. In addition also the general instruction and practice in handling the materials and elements is in itself valuable, and, with Cookery, this subject forms a substantial foundation upon which girls can base their future careers.

GENERAL REPORT *for the year* 1907 *by* G. DUNN, ESQ., M.A., LL.D., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTHERN AND HIGHLAND DIVISIONS OF SCOTLAND.

Aberdeen, 31st December, 1907.

MY LORDS,—

I have the honour to submit my Report on the Schools in the Northern and Highland Divisions of Scotland.

The inspectoral staff for the Northern Division has remained unaltered since the date of my former Report. Though the separate organisation of the Highland Division has been operative during the past session your Lordships have deemed it desirable for this year to include the work of that division within the general scope of this Report; and I am greatly indebted to His Majesty's Chief Inspector Mr. Robertson and his colleagues for their valuable co-operation.

As the new Regulations for the Training of Teachers have imposed upon me a large amount of work both directly and indirectly, it has been impossible for me to make myself acquainted with the work of the Primary Schools in the Northern Division except very casually and intermittently; but my colleagues have supplied me with information which to a large extent meets the requirements of the case.

A. SCHOOL ACCOMMODATION.

Considerable activity has been displayed by School Boards in improving the school accommodation. Structural extensions and alterations in connection with newly-established Higher Grade Schools have not infrequently had the collateral effect of providing better accommodation for the Primary divisions of these schools, so much so in some instances as virtually to involve a reconstruction and redistribution of the premises.

I begin with the statement on this subject with which H.M. Chief Inspector Mr. Robertson has favoured me:—

Kingussie

"In the matter of supply the mainland section of the District has only one notable feature, and that is the handsome manner in which the Kingussie School Board has met the demand for further accommodation in connection with the enlarged function of the Kingussie Higher Grade School as a Junior Student Centre. Both as regards structure and equipment the school is now well abreast of the most modern requirements. The same Board has built a new school and schoolhouse at Dalwhinnie.

Lewis.

Owing to the growing tide of emigration from the island of Lewis in recent years, managers of its rural schools have deemed it advisable to consider with great caution any question of extension of premises, and in consequence little or nothing was done in this direction during the past year. In the town of Stornoway, however, building activity continues unabated. After many years of admirable work, the Female Industrial (Lady Matheson's)

School has now been closed, and to meet the consequent demand for accommodation, the Stornoway School Board has had to make a further addition to its school premises. On this occasion it is a composite wood and iron erection built in substantial and up-to-date style. This Board has also plans in hand for a large technical annexe, for which a special grant of over £6,000 under the General Aid Minute has been promised. Competitive plans from architects of outstanding merit have been invited, and by next year this important Central School ought in the matter of equipment to be second to none in the Highland Division.

Harris. Skye. Minor improvements.

The recent crofter settlement at Northtown, Harris, under the auspices of the Congested Districts Board, has necessitated the erection of a school and schoolhouse there, and the Skye Snizort Macdiarmid Public School has had to undergo a large extension to accommodate the children from the Skirinish Crofter Settlement. All over the District numerous minor improvements have been made, largely as the result of closer medical inspection. In many cases the ventilating facilities have been completely overhauled and simplified, and the water supply greatly improved. As regards the former, it has frequently been found that costly apparatus became useless through inattention and the lack of proper regulation, and in these cases more especially, the simple and inexpensive system of permanent window ventilation on the Hinckes-Bird principle has been recommended.

Managers invariably show reasonable willingness to carry out improvements, and I anticipate very marked advance in this direction in the coming session. Co-operation and joint visits with the County Medical Officer of Health have been found of great value.

Aberdeenshire.

In Aberdeenshire (excluding the city) there has been much building activity, which promises to continue for some time in connection with the Higher Grade Schools. In some cases, also, other schools, which undertake a certain amount of Secondary Instruction with a view to fitting their Pupils for entrance to Central Schools, require a small extension, or at least a readjustment of the interior space, so as to admit of a certain amount of Science instruction. The enlargement and improvement of Peterhead Academy are very notable. The educational problem at Fraserburgh is being solved by the erection of a new Higher Grade School and other buildings. Enlargements are in progress at Craigton, Turriff, Methlick, Kintore, Logie-Coldstone. Extensions are contemplated at Ellon, Strichen, Wester Hatton and Tipperty Schools. A new school is in course of erection at Monymusk. Minor enlargements and improvements have been effected at Port Elphinstone, Old Rayne, Birkenhills, Buchanhaven, Mintlaw, Midmar, Cluny Old Town, and Barthol Chapel. New schoolhouses have been provided at Towie and Inchmarnoch.

The difficulties in connection with Old Deer School are in process of solution. Improvements are required at Alford Village, at Glashmore, and certain other small rural schools where the accommodation, though technically sufficient, is in some respects unsatisfactory. The Leslie case has not yet been definitely decided.

Kincardineshire.

In Kincardineshire, Banchory Central School has been extended, and the school at Cove is to be enlarged.

Orkney.

In Orkney, Lady Central School has been considerably improved; minor improvements have been effected at Eday North, Eday South, Tankerness, Burray and Stronsay. Mr. Walker, who has had ample experience of the state of the schools in this county, makes the general remark :—

> "With a decreasing population the accommodation is in every case sufficient, but in a large number of cases the schools are damp, the class-rooms dingy, and the equipment not up to modern requirements."

Shetland.

In Shetland, Levenwick School is being enlarged. Structural alterations, so as to provide class-rooms of a suitable size, are to be made at Virkie, Boddam, Bigton, Whiteness and Haroldswick. The Lerwick infants are to be accommodated in the old public school, when it has been enlarged and adapted, the present infant school being discarded. A new school is to be built at Olnafirth to take the place of the existing school, which is unsatisfactory. It is understood that the East Burrafirth district is for the first time to be provided with a school. A new school is required at Livister.

North Forfarshire.

As regards North Forfarshire Mr. Muir states that there is little to report. At Menmuir the premises are being improved. He adds :—

> "In Arbroath the problem of school accommodation will have to be faced. In Montrose the three Elementary Schools have approximately sufficient accommodation for the children in attendance ; but the difficulty lies in getting them properly distributed."

Mr. Wattie has supplied me with an exhaustive Report on the state of school accommodation in his district. This Report amply attests the activity, enterprise, and progressive policy of the School Boards in general.

Dundee.

1. Dundee.—The enlargement of Lochee Ancrum Road School has now been completed ; the accommodation has been raised from 777 to 1,400 places ; the new building is a highly favourable specimen of a thoroughly modern school ; and a part of the enlarged playground has been laid out as a school garden under the supervision of Professor Patrick Geddes. It is anticipated that the new Stobswell Supplementary School will be ready for occupancy by the beginning of the next session. The managers of St. Salvador's Episcopal School decided to discontinue the school, which could only be improved at a great expense ; the School Board have accordingly arranged to lease the premises until a new school should be erected on a site already secured and on a scale sufficient for 1,200 children. The Harris Academy is to be reconstructed and enlarged in a very effective way.

The Board has done much to improve the equipment, class-room accommodation, and ventilation of several of their schools ; but drastic operations are still needed in connection with Balfour Street, Brown Street, Hill Street, and Victoria Road Schools. The Lochee St. Mary's Catholic Schools have been extensively altered and improved. At the Institution for the Blind new music-rooms and a new gymnasium adapted to blind children have been provided.

2. Schools outside Dundee.

South Forfar.

Building operations in connection with these schools have been rendered necessary not so much by an increase of the population as by the diminished size of classes now deemed desirable, and by the requirement of additional class accommodation in virtue of the conditions of the General Aid Grant. The Forfar Burgh School Board has signalised itself by the energy with which it has grappled with educational requirements. The East School has been extended and a large addition to the South School is being erected for the Infant Division and for the accommodation of all the Supplementary Class girls in the Burgh. A new wing has been added to the Academy, and arrangements are being considered for the provision of a gymnasium and for the training of the girls in domestic subjects. A new combination school, excellently planned and provided with all modern conveniences, was opened last January at Abernyte to supply the wants of Abernyte and part of Longforgan parishes. The increase of the population has rendered a large addition to Monifieth School necessary. The Murroes and Tealing Schools are being enlarged. The question of improved accommodation is being considered by the Broughty Ferry, Dundee Landward, Dunnichen, Longforgan, Kinnettles and Monikie School Boards.

Mr. McKechnie's District.

The details given in Mr. McKechnie's report indicate that the School Boards are in general zealously fulfilling their obligations.

Nairn.

(1) *Nairn County.*—Auldearn School has been extended, and the lighting of Moyness School improved. Nairn (B) Church Street School is to be superseded by a handsome new school capable of accommodating 600 children. It is possible that this school may ultimately be rendered commodious enough for the whole school population of the Burgh.

West Ross.

(2) *West Ross.*—The new Badcaul School is excellent—as Mr. McKechnie expresses it, "a palace instead of a barn!" Considerable structural alterations have been effected at Gairloch Opinan School. The offices have been improved at Kintail Dornie and Lochalsh Earbusaig Schools. Scoraig School has been very considerably improved; and Lochbroom Achiltibuie School has had a large cloak-room provided. Ullapool Higher Grade School will soon demand improved premises.

Morayshire.

(3) *Morayshire.*—Some minor improvements have been effected at Fochabers Milne's Institution, at Achanarrow, Dallas, Lossiemouth, Hopeman, Mosstowie, Knockando and Urquhart Public Schools. Burgie School has received an excellent addition, and Forres Burgh School is being considerably enlarged. A new room has been added to Lhanbryd School, and the cloak-room accommodation improved Mr. McKechnie mentions that the premises of Elgin St. Sylvester's Roman Catholic School are far from satisfactory.

Banffshire.

(4) *Banffshire.*—Several of the Higher Grade Schools have been, or are being, enlarged and structurally improved. Buckie and Keith Higher Grade Schools are in this category, and important improvements in connection with the Banff Academy may be expected. The case of Fordyce Academy is singularly complicated, and a definitive settlement has not yet been reached.

The same progressive tendency is observable in the Primary Schools. At Blairmaud an excellent new school has been provided, and the Cornhill School has been virtually reconstructed. At Aberlour Episcopal School two new rooms have been provided, and the Buckie Episcopal School has been advantageously extended. This is also the case as regards Portgordon School. Greater or minor improvements are mentioned in connection with Botriphnie, Lower Cabrach, Inverkeithny Kirktown, Maggieknockater, Tomintoul, Rathven, and Aberchirder (Episcopal) Schools. Mr McKechnie pronounces Findochty and Ternemny Schools to be quite unsatisfactory as regards premises.

Mr. Macdonald's District.

Mr. Macdonald's district has been signalised by great activity on the part of the School Boards in improving the accommodation, sanitary condition, and comfort of their schools. This result is largely due to Mr. Macdonald's indefatigable exertions and to the aid which he has received from medical officers of health and sanitary inspectors, whose professional co-operation and advice have had a most beneficial effect. He warmly commends the action of the School Board of Bower, who have with no ordinary thoroughness improved the five schools under their charge. Stanstill School has been made practically a new school; Gillock School, besides being enlarged, has been provided with a new cloak-room and with improved lighting and ventilation; at Barrock School a new cloak-room and shelter-shed have been constructed; while at Stemster and Bower Public Schools alterations have been made tending to the increased comfort of the pupils. The schools in Latheron parish have been considerably improved since last year's report; but much still requires to be done, and Mr. Macdonald, while fully recognising the financial difficulties with which the School Board have to contend, expresses the hope that they will gradually renovate the school premises, beginning with Swiney and Latheron Public Schools as the most urgent cases. Structural alterations have been made at three of the schools in the parish of Halkirk. Expert testimony has pronounced the condition of Mey Public School, in Canisbay parish, to be unsatisfactory, and the School Board are considering the expediency of erecting a new school instead of tinkering at obsolete and unsatisfactory premises. The School Board of Wick Burgh has finally resolved to build a new Higher Grade School, and part of the senior division of Pulteneytown Academy, as also the surplus pupils at North Public School, are being for the present housed in temporary premises. The school at Gersa under the Watten School Board is now under process of enlargement. In the county of Sutherland a new Infant School has been erected at Bonar Bridge, thus rendering possible the transference of the junior classes to the old infant room and the utilisation of the room vacated as a recreation hall during the mid-day interval. The Medical Officer of Health for the County speaks highly of the new offices erected at this school. The building operations have had the collateral effect of radically ending the former insanitary condition of the school. At Durness Public School a new class-room is being built, and the old class-room, which was authoritatively condemned, is to be renovated.

In the county of Ross enlargements are being carried out at the Public Schools of Tain, Hilton and Alness; a commodious class-room has been added to Dingwall Academy; and the School-house at Fodderty is being reconstructed. The School Board of Tarbat has effected thoroughgoing improvement in connection with Tarbat Public School, having provided a cookery-room, adequate cloak-room accommodation, and shelter-sheds.

The accommodation of Craigston Public School in the Island of Barra is still insufficient. A new school seems to be needed at Grimisay in North Uist to accommodate the children from a new crofter settlement three miles distant from the existing school, and plans have been prepared for this purpose.

Mr. Macdonald concludes his statement on the subject in the following terms:—

> "In addition to the enlargements already mentioned important structural alterations and improvements have been, or are in process of being, carried out at Forss, Aukengill, Keiss, Durran, Murkle, Thrumster, and Staxigoe Public Schools in the county of Caithness; at Nigg and Pitcalnie Public Schools in the county of Ross; and at Rhilochan, Shinness and Helmsdale Public Schools in the county of Sutherland. It is clear, therefore, that the year has been characterised by more than ordinary activity on the part of he School Boards."

One would be glad to see similar activity in many other parts of the country, where financial and other difficulties press much less heavily.

Many of the details given under this head are not indeed of much more than local interest, yet they are instructive and suggestive as indicating a widened conception of those conditions of school life which contribute to the comfort and physical well-being of the children in attendance at school, and to the consequent improved efficiency of the instruction. A vitiated atmosphere is probably to a considerable extent responsible for a low standard of attainment in the elements of instruction, and the interruptions to attendance at school will be much fewer when proper cloak-room accommodation, shelter-sheds, and a supply of uncontaminated water diminish the tendency to juvenile ailments of various kinds. Some of us have had experience of localities where, owing to the prevalence of insanitary conditions, infectious disease was practically endemic.

Sanitary condition of school premises.

These points have received careful attention in the reports with which my colleagues have favoured me regarding school-supply. This has always been recognised as an important element of H.M. Inspectors' work; but the improved conceptions of sanitation and comfort in the school which now prevail are rendering this function much more prominent and effective. Under the present conditions, also, of inspection there is much more time available for a searching investigation of the state of the school premises. Formerly the demands of the Standard examination, minute and exhaustive as they were, often left the Inspector very little time for the thorough discharge of this duty; his mind was preoccupied with a multiplicity of detail which thrust into the background the mo re external conditions of instruction, and every

Its recognition under former conditions.

thing that did not forcibly obtrude itself upon his attention was apt to be ignored or perfunctorily considered. This being so, both managers and teachers were disposed to follow the Inspector's example, and to lay a preponderating stress upon the results of the instruction, to the comparative neglect of material conditions and surroundings upon which the efficiency of instruction largely depends. If, for example, the ventilation of a school is defective it is certain that the healthy activity of the brain must be considerably impaired; and criticism of the ventilation might often have usefully preceded criticism of the educational results. In these respects science, and particularly bacteriological research, have done much to raise the ideal of school requirements, and from this point of view certain insanitary arrangements are either being abolished or may be expected ere long entirely to disappear. For example, the employment of dividing curtains and the use of corridors for cloak-room accommodation should be, and ultimately will be, entirely discarded. Inspectors have often found it difficult to impress managers of rural schools with a sense of the objectionable character of arrangements and conditions which are sometimes tolerated even in private dwellings; but this difficulty is being gradually removed by the downward filtering of scientific conceptions of hygiene through all classes of society, and it may be confidently expected that the improved hygiene of the school will have a beneficial reflex effect upon the hygiene of the home. But more is involved than merely hygienic considerations; all the exterior equipment of the school should be of such nature as to suggest and maintain a high standard of self-respect and decorum on the part of the pupils. In all such matters the co-operation of the sanitary authorities, of which several of my colleagues have availed themselves, is of the utmost value. From this point of view nothing is of greater importance than the condition of the offices, their construction, cleaning and deodorisation; in all which particulars there is a very general need of improvement. And, just as the teacher's influence is potent for the promotion of regular attendance, so also his systematic supervision of the state of the offices, accompanied by hints and directions to his pupils with regard to the proper and seemly use of them, would to a large extent correct or obviate those irregularities which are so often disagreeably manifest.

Ventilation.

Cloak-room accommodation.

The offices.

B.—STAFFING.

On this subject H.M. Chief Inspector Mr. Robertson has the following remarks to make.

"The scarcity of competent teachers at present, and especially of a subordinate staff, is a fact of marked importance in any educational survey of the district. There has been quite an exodus of young teachers to the Training Centres, and while one must entirely approve of the desire to get full training, the embarrassment caused to rural managers is rather serious. I invariably recommend them to keep the Department informed of any difficulty as to staff supply, and I have no doubt that an equitable tolerance will be shown in cases where temporary shortage of staff is proved to be unavoidable. In the more remote school districts the situation gives much

Scarcity of teachers.

concern, but I can testify to the diligence and interest of managers and to the hearty co-operation of head teachers to do their best in the trying circumstances."

Mr. Macdonald similarly comments upon the deficient supply of teachers in his district. He points out that until recently the smaller schools were well staffed in virtue of the application of the General Aid Grant (Section II. *d.*), but that as a result these smaller schools had the teaching staff increased to the prejudice of the larger schools, and he suggests that the terms of the above Section might advantageously be readjusted so as normally to exclude from the benefits of the Grant in question those schools whose average attendance is less than 40. He continues:—

> "While the ultimate effects of the operation of the Regulations for the Training of Teachers will no doubt be in the highest degree beneficial, the immediate effect is a rather serious shortage in the supply. A considerable number of untrained teachers have taken advantage of the wider opportunities for training offered to them under the new system, and it is found in some cases next to impossible to fill their places. Naturally the remote schools are affected most, but even in the larger and more accessible centres managers are complaining of the increasing difficulty they are experiencing in filling gaps in the ranks of their teaching staff."

The condition of the pupil-teachers under the new system is quite clearly moribund. For one thing, the limitation of the number of hours for actual teaching in the schools renders their employment uneconomical. The result need not excite more than a merely sentimental regret. Under former conditions the burden imposed upon them was far too heavy; five hours' hard work in school left them little energy for private study, or for the reception of instruction. The May Examination tended every year to show serious short-comings in those pupil-teachers who had not the advantage of attendance at a Secondary or Higher Grade School, and this particularly as regards Languages and Arithmetic. In this connection Mr. Robertson's remarks are worthy of note:—

> "The gradual passing of the rural pupil-teacher is acquiesced in all round. It is significant that very few could face the Intermediate Certificate at the end of the second year, and I cannot look forward with much satisfaction to the results of the same test, postponed as it has been in so many cases for a year."

The effect of the new Regulations on the larger town schools is exemplified in the case of Dundee. Mr. Wattie reports as follows:—

> "In view of the decision come to by the Dundee and several other of the larger School Boards to discontinue the employment of pupil-teachers it may be interesting to have some figures regarding them for the past year. The total number for all the schools in the district was 130, the distribution among the Dundee public, Dundee voluntary, and other schools being 52, 29, and 49 respectively. The indentures of all the pupil-teachers under the Dundee School Board terminated in June, 1907, with one exception; and it is very pleasant to be able to report that they all qualified for admission to the University or the Training College except two."

Mr. Macdonald has a useful note on this subject. He says:—

> "One advantage of the option left to managers to continue appointing pupil-teachers—even if it is impossible to provide for their instruction in all the subjects of Article 69 (*b*) of the Regulations—is that in remote districts it may be possible to give what will be virtually an Intermediate Bursary to a bright pupil, not otherwise provided for, and thus, through the operation of the footnote to Article 69, (*g*) of the Regulations, pave the way to a Junior Student Centre."

Mr. Philip has supplied me with useful information regarding the position of the pupil-teachers under the new conditions. The details may be thus summarised:—

(1) As regards Aberdeen City the School Board has decided to indenture no more pupil-teachers. Those already indentured will complete their apprenticeship under Article 69 (*i*) of the Regulations.

(2) In Aberdeen County, of those whose engagement has not yet expired, 19 will take advantage of the note to Article 69 (*i*) while the remaining 54 will complete their apprenticeship. In five schools indentures have been cancelled in favour of Junior Studentships.

(3) In Kincardineshire two indentures were cancelled. Those whose apprenticeship has not expired will conform either to paragraph (*i*) of Article 69, or to the note appended.

4. In Orkney 12 pupil-teachers finish under the Note to Article 69 (*i*). Pupil-teachers remain in Kirkwall and other five schools; but at Kirkwall no more pupil-teachers will be indentured. In two of these five schools Science instruction will be provided; in the remaining three this is found to be impracticable.

5. In Shetland two indentures have been cancelled. Five apprenticeships will terminate in 1908 under the note to Article 69 (*i*). In the case of other two pupil-teachers it has been found impracticable to arrange an adequate course of instruction.

C. SCHOOL ATTENDANCE.

Excluding casual and temporary conditions, such as an outbreak of epidemic sickness and the exceptional severity of the weather, we find that on the whole the state of the attendance remains much the same. Under the impetus, however, given to sanitary precautions we may anticipate a progressive improvement under normal circumstances. It might be interesting to discover how far the absence of over-pressure under the new methods of inspection has affected the attendance; but probably the lively sense of personal responsibility and anxiety to secure a "pass" which resulted from the "standard" examination may have balanced the deterrent effect of the severer task-work exacted.

Causes of irregular attendance.

Mr. Robertson reports as follows:—

> "As a general statement attendance is less satisfactory than in the previous year in many school areas. The unusual severity of the weather last winter and spring may safely be postulated as the chief cause of the decline. Pressure on Boards to exercise their compulsory powers has certainly not been wanting and constant vigilance seems to be required. Occasionally, the general effect of prosecution is less marked on average attendance than one might expect, but even then an active Board should get credit for its diligence. Reluctance to prosecute before a Justice of the Peace or Sheriff Court is less the mood of the rural School Board than it was.

Mr. Wattie's District. Causes of irregular attendance.

Mr. Wattie reports that the average attendance for the District was slightly affected by the temporary closure of certain schools in consequence of the prevalence of scarlet fever and cerebro-spinal meningitis; a still more potent factor was the outbreak of measles, towards the close of 1905, which unfavourably affected the statistics for the voluntary schools whose financial year terminated in the late autumn of 1906; but on the whole it would appear that the state of the attendance in general is stationary.

Dundee.

For the 22 public schools in Dundee the summary percentage of attendance is 87·7. Only a single school, that of Hawkhill, reaches a percentage of over 90. Of the 10 Voluntary Schools three have improved in regularity of attendance, while seven have declined. St. Joseph's R. C. School heads the list of Dundee schools with an average attendance of 91·3. The schools outside Dundee show to greater advantage in this respect. The summary percentage for these schools, 51 in number, is 88·7; and 19 schools reach a percentage of 90 or over as compared with 17 last year. The schools in the burgh of Forfar maintain their high position, the summary percentage being 91·3. An improvement has been effected in Barry parish in consequence of the more energetic exercise by the School Board of its compulsory powers. The summary percentage for the entire district is 88·0, as compared with last year's 88·2. Mr. Wattie concludes his exhaustive Report with the following remarks:—

Forfar Burgh.

> "Reference was made in last Report to the irregularity prevalent in many of the country parishes during the short season between the mid-summer and the potato-lifting vacation, and the suggestion was made that it might be advantageous to the attendance to bring forward the summer vacation a month earlier. The rural instincts follow, on the whole, a conservative line, and the fact that the financial year of a number of the country schools ends in June is a minor obstacle; but this year several have in this matter adopted the policy of the city schools."

Mr. McKechnie's District.

Mr. McKechnie expresses disappointment with the state of the attendance in his district. He states that the percentage has fallen in Banffshire and risen in Morayshire, Nairnshire and

Ross-shire (of which, however, only a part is within his district.) He subjoins the following tabular statement of statistics :—

	Banffshire.		Morayshire.		Nairnshire.		Ross-shire.	
	1905.	1906.	1905.	1906.	1905.	1906.	1905.	1906.
School Population . .	13,017	12,975	8,382	8,367	1,516	1,518	13,770	13,436
Scholars on Register .	12,984	12,954	8,624	8,575	1,647	1,660	13,736	13,432
Average Attendance .	11,519	11,430	7,326	7,396	1,422	1,436	11,692	11,561
Percentage of Average Attendance .	88·95	88·24	84·95	86·25	86·34	86·51	85·11	86·07
Exemptions . . .	247	298	30	42	1	2	13	10

He points out the curious anomaly that in Morayshire, while the school population has increased the number on the registers has decreased, with however an increase in the percentage of attendance.

The school population and Number on the Registers

Mr. McKechnie also deals with the very important relation between the school-population and the number on the registers. Manifestly for any given year this relation will be affected by the age at which children are sent to school. His tabular statement is as follows :—

" 1906.

	School Population.	On Register up to 14.	Difference.
Banffshire - -	12,975	12,249	- 726
Morayshire - -	8,367	8,098	- 269
Nairnshire - -	1,518	1,565	+ 47
Ross-shire - -	13,456	12,386	- 1,070

i.e. in Nairn the roll seems to be complete ; in Elgin it is fairly complete ; in Banff it is much less complete than in Elgin ; and in Ross it is very incomplete.

In the case of Ross this is no doubt due to the difficulty of getting young children to school in remote parts."

Mr. Macdonald's District.

Causes of late enrolment.

Mr. Macdonald states that the attendance at school continues to be satisfactory. An endeavour is being made in certain parts of the district to secure the earlier enrolment of pupils. He mentions two causes of late enrolment, negligence on the part of School Boards, and the distance of the school from the pupils' homes. In isolated localities where the roads are bad or non-existent it is sometimes the case that parents refrain from sending their young children to school even in summer on the ground that, when once their children's names are entered on the school-roll, attendance will be insisted on during the winter. Mr. Macdonald thinks—and no doubt School Boards will be equally reasonable—that a certain amount of irregularity in the winter months may well be condoned under such untoward conditions.

He supplies an instructive tabular statement of percentages in his district, which I here subjoin :

	Number of Schools.							
	Under 80 per cent.		80 to 85 per cent.		85 to 90 per cent.		90 per cent. and over.	
	1906	1907	1906	1907	1906	1907	1906	1907
Caithness - - - -	2	3	21	23	30	27	10	10
Inverness - - - -	4	4	5	5	15	17	5	3
Ross - - - - -	1	1	13	13	15	21	9	3
Sutherland - - -	6	4	17	17	15	20	8	5

Causes at work.

The fall in the percentage as indicated in the last column is to be attributed to the exceptional severity of the weather, followed to some extent by epidemic sickness. Mr. Macdonald very justly emphasises the important influence which the teacher is able to exert in promoting regularity of attendance. As it is sometimes put—a good teacher is the best compulsory officer. The School Boards are, however, technically held responsible, and Mr. Macdonald reports increased activity on their part in several districts where apathy formerly prevailed. To use his crisp expression: "Some Boards, after protesting vigorously that they had done their best, are doing better."

Influence of the teacher.

Among the energetic Boards he places Wick Burgh and Landward, Roskeen, Alness and Barra. Unfavourably contrasted with these are Tongue, Clyne and Assynt in Sutherland, and Canisbay in Caithness. As a result the Grant under Art. 19 B(6) of the Code was either refused or seriously endangered. He further points out the important relation which the removal of the children's names from the school registers bears to the question of attendance. He remarks :—

Removal of names from the Registers.

> "One has to be careful to avoid ascribing to more regular attendance what may really be due to more active purging of the roll."

Fisher-children.

In this connexion the case of fisher-children who migrate with their parents annually to fishing centres falls to be considered; but the removal of their names was deemed unnecessary in view of the fact that their period of absence roughly coincided with the school vacation. The removal of their names also sometimes led to their withdrawal from the purview of the School Board.

Mr. Philip makes some important and stringent observations regarding school attendance in Shetland, and I cannot do better than quote them in full:—

Mr. Philip's District.

> "Despite the wretched weather conditions of last winter the attendance in Shetland shows this year a slight improvement. I cannot understand why certain School Boards in this county do not take an example from their neighbours and endeavour to remove the stigma of bad administration which rests upon them. The Landward schools under the Lerwick Board do not seem to differ in any respect from the schools in other parts of the county

as regards external conditions, and yet in these three schools (Quarff, Gulberwick, and Hamnavoe) the average attendance for the year is over 95 per cent.

Mr. Topping quoted.

"In some districts children with any distance to come cease attending the moment winter begins. Winter begins, apparently, on 1st November, and hence we find in the Log-book under that date: 'Only seventeen children in the school owing to its being the first day of winter.' The particular day in question was found from the meteorological records to be a mild day with moderate southerly wind and five hours of bright sunshine. But it was the first day of 'winter,' and half the scholars began their winter rest.

"The attendance at four schools on the 31st January may be given as illustrating how this varies with different districts and teachers: At Quarff 27 were present out of 27; at Cunningsburgh 72 out of 116; at Sandwick 33 out of 123. At Levenwick under 33 per cent. had been present and the opening had been cancelled.

Mr. Rankine quoted.

"The withholding of the Grant under Article 19 B (6) from some of the Shetland School Boards has had a salutary effect. It is particularly noticeable that the number of closures due to inclement weather varies considerably, even for schools in the same parish. It is the practice of some teachers to send home the few children who put in an appearance on a stormy day without opening school at all. A child who turns up only to find that no school is to be held is not likely to be sent again by his parents when the weather is doubtful."

D.—EXEMPTIONS.

Mr. Philip's District. Orkney.

Mr. Philip comments upon the number and conditions of the exemptions as granted by the School Boards of Orkney. These exemptions are mainly for herding purposes during the summer months. He fears that some Boards are administering the Act of 1901 without a due sense of their administrative and financial responsibilities. He contends that the two indispensable conditions of exemption are necessitous circumstances and excellent previous attendance at school to the minimum extent of 90 per cent.: in both of which respects there is room for animadversion. As regards the former of the two conditions he points out that the number of exemptions is relatively much greater in Orkney than in Shetland, although *prima facie* there cannot be a greater number of necessitous cases in the former than in the latter county. He repeats his recommendation in last year's Report that a soup-kitchen should be provided in the winter months for the schools in these two counties, as likely to have a favourable effect upon regularity of attendance.

Grounds of exemption.

Mr Wattie's remarks on this subject are so important and suggestive that I quote them in full:—

Mr. Wattie's District.

"The jute industry in Dundee has been on the whole in a prosperous condition during the past year, and it might have been expected that the briskness of the labour market would have been accompanied by a further reduction of the exemption figures. They are, however, practically stationary as compared with last year; and Dundee is left in unchallenged possession of its bad eminence in this respect. The following table gives the exemption statistics for the last four years :—

	Exemptions Granted.			Total granted	Refused.	Total Applications.
	Without conditions.	On conditions of Ev^{g}. S. Att^{ce}.	On conditions of H.-T. Att^{ce}.			
Session 1903–4	6	736	876	1,618	953	2,571
„ 1904–5	4	356	396	756	1,098	1,854
„ 1905–6	0	236	338	574	811	1,385
„ 1906–7	1	251	342	593	746	1,340

"The sum of the full-time and half-time exemptions granted does not represent the same number of individual children, as the general policy of the Board is to grant half-time exemption in the first instance to younger applicants, a certain proportion of whom subsequently get complete exemption from day school attendance.

"The attendance in the supplementary classes in Dundee is markedly less regular than in the senior division, particularly among the girls. While excess of irregularity is doubtless largely due to the fact that the supplementary children are older and consequently more useful at home, one cannot but suspect that the spirit of unrest produced in the classes as a whole by the granting of exemption even to the present modified extent is a contributory cause. The exemption problem having now been reduced within comparatively moderate limits, the time seems to have arrived for the School Board to take another forward step, as the cases of real hardship would not now be so numerous as to be beyond the power of the combined operations of the poor-law authority and public and private charity to cope with. If a still further reduction in the number of exemptions were effected, it seems probable that an improvement would result in the general attendance of the older pupils.

"In the part of the district outside of Dundee the discretion vested in the School Boards in regard to the granting of exemption seems on the whole to have been wisely exercised. The exemptions granted by the Forfar (*B*) Board have fallen from 124 to 102. There and at Broughty Ferry special continuation classes are held during the winter, as in Dundee, for the pupils who have been granted conditional exemption. In the rural parishes the few exemptions granted are nearly always complete."

Mr. McKechnie's District.

The question of exemptions has been engaging Mr. McKechnie's serious attention during the past year, as he is convinced that in certain districts, and particularly in Banffshire as a whole, the School Boards are granting these exemptions much too liberally.

He presents the facts in the following tabular form :—

	Scholars on Register.	Number of Exemptions.	Per 1,000.
Banffshire - - -	12,954	293	22·6
Morayshire - -	8,575	42	4·9
Nairnshire - -	1,660	2	1·2
Ross-shire - - -	13,432	10	·7

The disproportion between Banffshire and the other counties is certainly striking.

Relation of Exemption to Social Conditions.

While the applications for exemption indicate the existence of social conditions which appeal very strongly both to the philanthropist and the reformer, there is a still lower stratum of the adult population which is either totally indifferent to the benefits which education confers or is unable to exercise parental control. In many such cases the home circumstances are so deplorable that it is hardly possible to secure regularity of attendance. If even industrious and respectable mothers find it no easy task to send their children to school comfortably fed and tidily clad, what is to be expected of those whose drunken habits or domestic miseries render even the smallest modicum of home-comfort for their unhappy children almost unattainable. It is in the large towns and larger centres of industrial and mining activity that School Boards have to endeavour to cope with this serious difficulty; nor do they ignore their responsibilities. Thus, as Mr. Wattie reports, the School Board of Dundee summoned before them last year 192 defaulting parents and instituted prosecutions against 71, with the result that convictions were obtained in every case brought into Court, and in four cases the maximum penalty was imposed. The number of defaulters registered during the year was 968, and the number of cases carried forward to the current session was 582, of whom 35 were sent to Industrial Schools or to the Mars Training Ship, and 16 were taken in hand by the Parish Council. Many of the defaulting parents show a perverse ingenuity in evading penal consequences; they send their children for a few days at a time to school, and so escape the onus of continuous irregularity. To use Mr. Wattie's trenchant statement—" the difficulty in the case of most of these children is that they are regularly irregular."

Dundee.

Remedies.

To combat this tendency towards irregular attendance on the part of children belonging to a low social grade, the School Board of Dundee have continued the use of a remedial expedient to which reference was made in last year's report, and with regard to which Mr. Wattie reports as follows:—

Domestic Visitation.

> The scheme of visitation by lady workers belonging to the Dundee Social Union, which was begun early in 1906, was continued systematically last session in connection with two of the Dundee public schools attended largely by children of the poorer classes. In the opinion of the teachers this work is proving a valuable auxiliary to the schools by securing a better attendance in bad cases and promoting in several directions the general well-being of the children. The ladies devote a large amount of time to this visitation and their testimony goes to corroborate the common experience of those who devote themselves to the arduous work of social amelioration, that the more constant and personal the attention given to particular cases the more marked is the resultant improvement in the conditions of the home-life."

If to irregular attendance during the session is added the unsettling influence of the summer vacation, we may anticipate benefit from the adoption of a counteractive arrangement which seeks to rectify resulting educational shortcomings. This arrangement is the establishment of a Vacation School, with reference to which Mr. Wattie supplies the following information:—

Vacation School.

> "The experiment was made in Dundee this summer, for the first time in Scotland, of holding a vacation school. The School Board granted the use of the Dunhope School premises, but in other respects the venture was conducted on a voluntary basis. The enrolment was limited to about 200, one-half of the children attending for a fortnight in July and the other half for a fortnight in August. The school was conducted under the management of one of the Dundee headmasters, who was assisted by several other teachers and Social Union workers. The programme followed the general lines laid down by the pioneer vacation schools instituted in London by Mrs. Humphrey Ward, and the opinion of those interested is that the experiment was attended by such a measure of success as to justify the hope that the school may develop into a permanent institution."

E.—ORGANISATION AND CLASSIFICATION.

Promotion.

Under this head several of my colleagues have supplied me with useful contributions, and mainly with regard to re-classification at "fixed dates." In large town-schools little practical difficulty is experienced; the pupil is transferred from one class-room to another; but a certain amount of difficulty does really exist in bipartite or tripartite schools, *i.e.*, schools with two or three class-rooms respectively. In such cases the re-classified pupils are sometimes merely transferred from one part of the school-room to the other. But even this may have a good effect. As Mr. Macdonald suggestively remarks:—

> "A segregation, owing to promotion, of the smarter pupils, who naturally need less supervision, would provide a salutary stimulus to all, and would enable the teacher to give special attention to the weaker pupils."

Alleged Objections to Promotion.

He states the objections to promotion of pupils during the session, which are not infrequently urged by teachers. These are two:—

> "First, the difficulty of accommodation, a redistribution of the pupils entailing a possible overcrowding in some rooms; and, second, the difficulty of staff, owing to the restriction as to the number of pupils habitually under one teacher."

Mr. Muir refers to the same difficulties, and mentions the suggestion made by the headmaster of a large school, "that the Department, while insisting on a staff bearing a certain numerical relation to the total number of pupils in ordinary attendance, might give the headmaster a freer hand in the distribution of that staff."

Causes of non-Promotion.

It may be conjectured that the magnitude of the difficulties has been exaggerated by prepossessions in favour of the old "standard" procedure and by a latent disinclination on the part of teachers to part with their smartest pupils. It may be pointed out, however, that in any systematic process of re-classification, if there is movement upwards there is also movement from below, so that the "flowers of the flock" are succeeded by a second growth. The objection to possible overcrowding as a result of promotion is met by the same argument, though only on the supposition that the promotion is selective, not mechanical. Promotion of a class *en bloc* is not promotion at all, it is merely a more rapid transference of a class from one part of the school to another

Moreover, the teacher has in his own hands the means of preventing possible overcrowding; the standard of promotion is nowhere formulated, and can within limits be adjusted to suit the special circumstances of the school. The teacher will no doubt have clearly outlined in his own mind the ideal stage of promotion for a given class at a given time, but the realisation of this ideal stage will vary from year to year in accordance with the average calibre of the class. In some extreme cases promotion may not even be possible during the course of the session. In a word, a certain amount of accommodation in the application of the principle of promotion is claimed by the special circumstances of the individual classes and of the school as a whole. The dominating consideration will be the adjustment of the conditions of promotion to the passing of the Qualifying Examination as soon after 12 years of age as possible. The first step will therefore be the determination of the range of attainment for each division of the school with this aim in view; the next will be the distribution of this range of attainment over the classes constituting each division. And it is only by the application of this principle of promotion that pupils will be prepared for entrance into the supplementary section of the school at such an age as will render them able to reap the full benefits of supplementary instruction.

Mr. Philip's observations on the subject may usefully be quoted:—

"In actual practice it is impossible to have a perfect gradation. The personal equation of the teacher and of the class are two disturbing elements. But the headmaster who has the ideal gradation clearly in his mind has a standard by which he can measure the progress of any given class and describe its position relative to others in the series.

"Form 62 (*a*) is an outward test of the success of such a system. Does the school qualify pupils for Supplementary Class work more than once a year? Of the 21 city schools, where such promotions are to be expected at least twice a year, I find that, during 1907, Forms 62 (*a*) were submitted and approved for 1st January and 1st August in 19 cases. At the first 'fixed date' the number of pupils varied considerably, showing that in many schools, although not all, the 'creaming' process had been applied. At the second 'fixed date' more than one class was in some cases presented, showing that at the top end of the school the classes were marching abreast and not in line 'tandem-wise.' The conditions at the point of the curriculum represented by Form 62 (*a*) are complicated in two ways: first, the smaller number of pupils that can form a Supplementary Class; second, economy of staff. A serious discontinuity is thus felt, and the headmaster has to exercise all his ingenuity to effect a satisfactory arrangement."

F.—SUBJECTS OF INSTRUCTION.

Effect of Recent Memoranda

Most of my colleagues have this year judiciously refrained from discussing methods of instruction. This is in fact no longer necessary in view of the series of memoranda which have been issued by the Department or are in process of preparation. These memoranda, while disclaiming the character of finality, indicate in copious detail the principles and methods of instruction which the Department approves, they are easy of reference and severally complete, and are already having a most valuable effect in stimulating the minds of the teachers, in superseding mechanical methods of instruction and in securing to a considerable extent uniformity in the methods applied to the several subjects of instruction. It is particularly desirable that assistant teachers, no less than headmasters, should study these documents, for it is a matter of common experience that young assistants, even after receiving in their Training College course a rational and enlightened discipline, not infrequently relapse into the mechanical and antiquated methods of instruction with which they were familiar either as pupils in school or as pupil-teachers. This tendency is fostered by the still prevalent idea that something equivalent to the old standard examinations is still required, with the result that these teachers are prone to attach much more importance to concrete acquisitions than to rational principles.

There is one point in connection with these memoranda which is of great importance, and that is the way in which they suggest the correlation of the subjects of instruction. In the memorandum on the teaching of English, for example, the inter-relation of the constituent branches of English, including even Phonetics and Breathing Exercises, is fully detailed, and thus suggests a closer cohesion of the subjects classified as English rather than their piece-meal or patch-work treatment. But between several of the main subjects themselves there are strong bonds of connection which are too often in practice neglected. Some of my colleagues point out in this connection History and Geography, Nature Knowledge and Drawing; and the list may be extended. A too slavish adherence to the time-table is often responsible for the dissociation of closely related subjects. One of the most interesting ways in which this correlation of subjects has been established is the relation of Arithmetic to Experimental Science ; and a little thought on the part of the teacher would often suggest equally useful and instructive combinations.

While it is no longer necessary to suggest improvements in the methods of teaching the Elementary Subjects, with regard to which the memoranda supply sufficient information, there are in my colleagues' reports a number of criticisms and comments relating to these subjects, which are too useful to be ignored.

(1.) Reading.—Mr. Macdonald remarks :—

Use of Phonetics.

"As regards the mechanics of reading, greater clearness of utterance is pretty generally desirable. One of the most effective ways of bringing about improvement in this respect would be to give the teachers a course in phonetics under Article 55 of the Regulations."

Phonic Method.

In last report Mr. Wattie gave his experience with regard to the Phonic Method of learning to read, and Mr. Philip in his present report resumes consideration of the subject. His remarks are as follow :—

"The teachers in this district are becoming more and more interested in the phonic method of reading. It is not strange that the mechanics of reading should be the part of the early instruction in English which attracts the teacher : for in the first place it involves no strain on the imagination or the emotions, and secondly the return for the labour expended is immediate and easily assessed. The interest of the phonic method is that unlike other so-called methods, it is a rational process. The sound and the symbol are at once connected: "Look and Say". It contrasts with the traditional course which introduces the name and the symbol together, and allows the scholar to arrive at the sound by a process of unconscious cerebration. The order of presentation of the symbols is not immaterial. The first difficulty which the scholar meets is the joining of two sounds to form a word. A M consists of two sounds which the pupil knows separately and individually. To effect the junction appears to be to the young scholar a really difficult step. (It is no doubt this difficulty which leads some teachers to take as the unit of sound not the sound of the single letter but the combined sound of two letters.)

"After the short vowels are introduced the continuous sounds (f, m, n, s, r) can be taken and placed either before or after the vowel. The stopped (explosive) consonants (p, t, &c.) should obviously be taken in the first place after a vowel, as, in that position, they have exactly the same sound as when they are pronounced alone. The step from A T to T A is an easy one. This latter sound (unlike, *e.g.*, F A) cannot be analysed into two distinct sounds, and therefore the explosive consonant in that position must always be taken with the vowel which follows and any attempt to analyse the combination further only introduces confusion.

"The long vowels (with the same symbols as for the short vowels), the double symbol representing a single sound, and the silent letter must appear early.

"This synthetic process starts from the single letter as the symbol for the unit of sound, and by a combination of units builds up the word, or the syllable and afterwards the word. It is therefore a process that is applicable throughout the entire school, and if it were practised as it ought to be in the junior and senior classes, one would not meet pupils, as one often does, who have no power of attacking a word (although it may be perfectly regular) which they have not seen before. Also it is a distinct gain to be able to explain exceptions in terms of the regular symbols which represent the sounds of the irregular syllables.

"The interest of the scholar in the early stages must be kept alive by the early introduction of words with which he is already familiar in the spoken language, and thence of reading material which attracts his attention for other reasons than merely the phonic processes."

Whatever opinion is held respecting the value of the phonic method at the initiatory stage it is evident that the very next stage in the reading process presents anomalies for which correctives must be applied. The vowel *a* has a different sound in *mat, mate, fall, father,* to which the phonic method furnishes no guide; and it would appear desirable to employ accents or other diacritic marks, such as were employed in Saxon, Icelandic and other Germanic languages. Silent letters form another stumbling-block; and I have found it useful to write them on the black-board in red or blue chalk.

Silent Reading.

Almost all my colleagues report an increase in the practice of home-reading and of silent reading in school, and express satisfaction with the results.

Thus Mr. Robertson says:—

School Libraries.

"One has again gratefully to acknowledge the benefaction in the shape of school libraries by Mr. Coats of Paisley. The list of subsidised schools has been extended, and practically every school in the district, including the remote St. Kilda, has a well-selected library. Home-reading has become an established habit. This is a great educational triumph."

As regards silent reading, Mr. Philip remarks:—

"The importance of having a variety of silent occupations becomes more and more felt as it is realised that a greater demand is now being made for individual effort on the part of the pupils. The class must be taken in small sections whenever individual oral exercises are being done, the rest of the scholars being meanwhile silently occupied. The easy continuous reader is a valuable form of silent work."

There can be little doubt that teachers have not yet fully realised the benefits of silent reading. They would find that the best means of developing the mechanical art of reading in backward pupils is to give these pupils some tale of adventure, the absorbing interest of which almost compels them to master the mechanical difficulties. Herein consists the value of the continuous reader to which Mr. Philip refers.

Teachers' Opinions.

(2). *Grammar.*—Mr. Macdonald gives in full detail the results of his attempt to ascertain the views of the teachers in his district on the teaching of Grammar. There is space for only a short *précis* of his interesting statement. He submitted to these teachers two queries:—

1. Do you consider formal Grammar a necessary part of the curriculum of an Elementary School? If so, for what reasons?

2. Is it your experience that instruction in Grammar produces greater correctness in English Composition? If so, to what extent do you think Grammar should be taught *for this purpose*?

The replies to the first query yielded this result: 31 teachers answered "no" unreservedly, 15 "no" with reservations, 73 "yes," of whom 19 think that Grammar should be limited to the senior classes. Some of the reasons for the rejection of Grammar are—Children learn English by imitation and by reading good books; Grammar takes up too much time, and the results are not commensurate with the time expended on it.

As regards the second query, 88 teachers answer in the affirmative, adducing as reasons that Grammar supplies a useful mental gymnastic, that it gives a convenient nomenclature, that without it a teacher can only empirically pronounce an expression to be right or wrong, and that it is indispensable for the acquisition of foreign languages. The general opinion, however, of those who approve of instruction in Grammar appeared to be that minute detail was undesirable and that the range of study indicated in the Memorandum on English was sufficiently ample.

Mr. Macdonald's experiment suggests the idea that it would frequently be useful to elicit the views of teachers on educational problems.

Improved Composition: Its Causes.

(3.) *Composition.*—My colleagues report a general improvement in this subject, due apparently to a number of circumstances, *e.g.*, systematic home-reading, increased attention to sentence-formation in oral answering, the transference to Composition of much of the time formerly given to the superfluous technicalities of Grammar, &c.

Rationale of Operations.

(4.) *Arithmetic.*—It is generally recognised that a much greater amount of time is given to the rationale of Arithmetical processes, but one or two inspectors are of opinion that the pendulum has swung too far in this direction, and that facility and accuracy tend to be sacrificed to intelligence. Probably, however, defects in facility and accuracy are in a much larger measure due to the anomalies and absurdities of our weights, measures and monetary subdivisions. Until these are abolished by the substitution of a rational system, Arithmetic must always be a specially difficult subject; and it is one of the beneficial results of the teaching of Experimental Science that it is paving the way for this much-needed reform.

Need for a Metric System.

(5.) *History and Geography.*—Mr. Macdonald reports that the correlation of these two subjects is being increasingly appreciated. He adds:—

Their Correlation.

> "I look forward to the issue of Memoranda on the teaching of these subjects, not so much for the guidance they will give, but because they will afford a convenient basis of discussion, awaken criticism, and lead to examination of current methods."

Mr. Wattie includes in his report some fresh and pertinent comments on these subjects furnished by Mr. Munro. He reports that children take more interest in the Geography than in the History lesson.

Superior Interest of Geography.

> "This may be accounted for in several ways. The geography of the world is brought home to them by familiarity with foreign productions and by the constant supply of foreign news in the newspapers, whether it be the Russo-Japanese War, a shipping disaster on some foreign coast, or the starting or return of a Polar expedition. Friends and neighbours emigrate to Canada, South Africa, or Argentina; and at seaport towns cargoes of timber, jute, or oil-cake keep up the interest. It is thus easy to bridge over the gulfs of space: those of time are all but impassable."

As regards Geography he makes the following strictures:—

> "In so far as the schools do not yet make the most of Geography the following may be stated as the defects:—

Defects of Instruction in Geography.

> "There is a strong tendency to keep it wholly as an indoors subject to be learned from books and maps. It is rare to hear of a teacher taking his class to a hill from which a view can be had or exploring with them the course of a stream. In the early stages especially the geography of the neighbourhood should be learned out of doors.

Use of Maps.

> "There is too early and too exclusive use of maps. These are frequently presented to the children before they can realise what a map is or how it has been constructed. The old method of making a plan of the schoolroom had only one fault—it did not go far enough. The map of the surroundings of the school should also be constructed from actual exploration and measurement (whatever the method of measurement may be) and the process should be carried as far as practicable outwards from the school, any suitable elevation being utilised to obtain a view from which the bearings of places may be taken as well as their approximate distances. Once a child has constructed a map from his own observations and drawn it on a large and a small scale he will be ready to understand the school maps. . . There is still a want of vivid description and pictorial illustration, though progress in this direction is very marked. The school-books on Geography are in some cases of the highest excellence. We are reaping the full fruit of our easy and extended communication with other lands, and of the popularity of photography."

Pictorial Illustrations

I regret that considerations of space prevent me from quoting in full Mr. Munro's very suggestive contribution.

6.—NATURE KNOWLEDGE.

Difficulties of the Subject.

The most that can be said of this subject of instruction is that it shows promise. It is one beset with difficulties, and there is no subject on which a memorandum issued by the Department will be more welcome or more valuable. The practicable range and method of study, the facilities for study, its precise purpose and educative value, its relations to the other subjects of instruction, the specific attainments of the teachers, are all points which present difficulty and have produced much diversity of method, practice, and performance.

Mr. Robertson, H.M. Chief Inspector, thus reports:—

Improved Conceptions.

School Gardening.

> "The confused state of Nature Study, alike in its methods and aims, has again to be noted with regret. Perhaps the best feature of any little advance that has been made during the past year has been the growing emancipation from the idea that this study is necessarily of a botanical or horticultural type. Schools by the sea-shore (only a very few as yet) have taken to study the wonderland at their doors; and I am glad to report that an interest in school gardening, both for its practical utility and as an auxiliary of Nature Study, is very likely to spread. It is a subject much talked about at present, and its reasonable claims are admitted. At the suggestion of the County Committees of Ross and Inverness the resident lecturer from the College of Agriculture, Aberdeen, is giving careful attention to the early stages of this development in the Rural School scheme of work."

With regard to School Gardens Mr. Munro has some useful observations and suggestions. He says:—

Educational Effect and Nature of Study.

> "Still another outlet would be the establishment of school gardens or even agricultural plots. One or two cases of these exist already, and have this much to say in their favour, that they are at least well meant and give promise. The essential feature of these plots would be the teaching of principles, not merely the successful growing of farm crops or of garden flowers. The means employed to bring the soil into good physical condition, the symptoms indicative of right or wrong chemical condition, the conditions for germination, the nature of propagation by cuttings or even by grafts and buds might all be included. If the plots were large enough and once fairly established, the handling of the tools by both boys and girls would be at once an excellent branch of manual instruction and good physical exercise."

Inadequate Knowledge of the Subject. Its correction.

Action of Dundee University College.

Mr. McKechnie refers to the fact that many teachers have a very limited knowledge of Natural Science. Fortunately the institution of Article 55 classes by Provincial Committees, and more isolated action by Colleges and School Boards, are providing teachers with facilities for acquiring a knowledge of various branches of Natural Science which must greatly increase the efficiency of the instruction. The Dundee University College, for example, has taken a prominent part in this work, and, as Mr. Munro mentions, now that out-of-door work has ceased, lectures are given on certain branches of study which can be conveniently dealt with indoors, as, for example, shells.

Action of Forfar School Board.

The Forfar Burgh School Board started a Nature Study class two years ago for the benefit of their own teachers; during last session the enrolment was 32, while the character of the work and the enthusiasm of the teachers were deserving of hearty commendation. The Dundee School Board also has a standing order with florists in town for a regular supply of flowers for study in school.

Nature-Study in the Infant Room.

Mr. Munro refers to the success which is attending this branch of instruction in the Infant Schools. He says :—

"One sets up an aquarium, another quite a window garden, in which beans, grain and flax, not to speak of orange seeds, are germinated and grown, while flowers and fruits in profusion, occasionally even fish and game from the poultry shops, are under review, and in many cases not only drawn, but even modelled in clay."

On the same subject of Nature Study Mr. Ewen makes the following instructive observations :—

Relation of Nature Study to Experimental Science.

"In a number of schools where the Nature Study syllabus has been well systematised in the younger classes, a continuation of this Nature Study work, but on more intensive lines, is included in the Experimental Science scheme, and carried on for a short period in each year of the Higher Grade course, usually in the summer months. The extension of this system, which must of necessity be based upon a carefully organised scheme of Nature Study in the Elementary School, is highly desirable.

Teachers Classes.

The institution of such excellent classes for teachers, in methods of Nature Study, as those so ably conducted by Professor J. Arthur Thomson for the benefit of the Aberdeen teachers, and by a group of naturalists from St. Andrews and Dundee for the benefit of the Forfarshire and Dundee teachers, should do much to improve matters in this direction. Despite a most unfavourable season, these classes have been largely attended, evoking much enthusiasm; and it is to be hoped that the Aberdeen and St. Andrews Provincial Committees, which have been responsible for their maintenance, will be able to see their way to increase the number of such classes and extend their influence throughout these provinces.

School Gardens.

"The establishment of school gardens in the divisions is now beginning to demand the attention of school authorities and others interested in the development of education on its more practical side; and although little more than a start has been made so far as actual gardening work by the scholars themselves is concerned, much earnest attention is now being devoted by agricultural and horticultural experts, landowners, and others skilled in rural pursuits, to devise ways and means of establishing and equipping school gardens on thoroughly practical lines, so that the scholars may be able to derive the maximum of educational benefit from them. The school gardens which have been established at Aberdeen Grammar School, Dingwall Academy, Lochee Ancrum Road P. School, Carmyllie (East) P. School, Grange Crossroads P. School, Croy Clava P. School, and several other schools in the division, are already showing how much can be done in this direction."

G.—PHYSICAL DRILL.

Defects and their Causes.

In very many schools physical drill is far from being effective. One reason for this is the lack of a central hall. Physical exercises in the open air are no doubt preferable; if performed in a deoxygenated atmosphere they are more likely to have an exhausting than a tonic effect; but the weather conditions are frequently unfavourable. Another reason is a failure to realise the essential purpose and scope of physical training, as designed to produce the harmonious development of the entire muscular system. The instructor's aim formerly was mainly confined to the development of muscular strength and suppleness in the limbs. With this physical training military drill was generally combined. The benefits were incontestable, but perhaps to a greater extent as favourably affecting the general discipline than as promoting physical efficiency. It is significant of the modern tendency in this direction that the use of the piano in connection with physical drill is becoming discredited, and this not without good cause. The musical accompaniment maintained, it is true, the proper rhythm of movement, but tended to have a distracting and even, one had ground for thinking, a lethargising effect. In far too many instances the exercises were very languid performances, destitute of conviction or concentration of effort. In order to secure the maximum of benefit from the modern methods the instructors must evidently possess a scientific knowledge of the subject adequate for school purposes; teachers must be taught to conduct the various exercises with rational conceptions of their purpose and effect, while at the same time medical advice may often be needed in order to determine the extent to which children organically delicate or unsound may safely be subjected to this discipline.

Some interesting remarks by Mr Wattie may be subjoined. He says:—

Action of Dundee School Board.

"In previous reports reference was made to the appointment two years ago by the Dundee School Board of an expert lady superintendent to supervise the instruction in physical exercises and to a similar appointment last year of a male expert instructor by the managers of the voluntary schools. Both have been devoting a large part of their time to visiting the schools for the purpose of advising the teachers and suggesting courses of exercises for the various classes, as well as conducting classes occasionally themselves, both for the benefit of the children and the information of the teachers. At the beginning of last session a further step was taken by the institution of classes under Article 55. In the case of the public school teachers a beginning was made with the infant division teachers, and short courses were given to 57 of these in three separate classes. At the classes for the voluntary teachers the enrolment was 62, and in 22 cases certificates of efficiency were granted. These classes are to be continued during the current session.

Need of Increased Knowledge of Aims and Methods.

"In the rural part of the district, while the teachers are honestly endeavouring to carry out the physical instruction on the lines of the new syllabus, there is much need for more enlightenment both as to the general aim and as to the particular purposes intended to be served by the various movements and the most helpful methods of executing them. Hitherto there has been no adequate machinery available, but it may be confidently expected that the work will before long be taken in hand by the Provincial Committee."

H.—SUPPLEMENTARY CLASSES.

Proper Age of Admission.

Article 29 of the Code contemplates the normal transference of pupils from the senior to the supplementary division of the school at the age of 12; and while a reasonable degree of allowance may fitly be made for exceptional circumstances, such as ill-health, delicacy, tardy mental development, unavoidable lateness in coming to school, and the like, it cannot be said that the qualifying examination under Article 29 is unduly difficult for a child of 12 years of age. That examination may be said to represent a stage of attainment intermediate between the old fifth and sixth Standards, and hosts of children left school at the age of 11 after passing the fifth Standard, when it was the standard of exemption. Unfortunately, however, the state of matters now prevalent is such that a very large number of children leave school without entering the supplementary division at all, and many enter it only to leave it after a comparatively short interval. To put the case succinctly, the number of "over-age" children is disappointingly large, and such a grave educational problem urgently demands investigation.

"Over-age" Children.

It may be well at the outset to give an illustration of the state of matters such as that furnished by Mr. Wattie with reference to Dundee. I quote his report in full, as the facts which he adduces are deeply significant:—

Large Proportion of "Over-age" Children.

"Last report contained some remarks on the large proportion of over-age children in the Dundee schools, due in great measure to late enrolment and in a less degree to sickness and insufficiency of accommodation, and an indication was given of the disastrous effects at the later stages of the children's career. The following table contains a summary of the statistics given in the Forms 61 regarding the stage of advancement reached by the pupils who left the day school finally during the year, having either attained the age of fourteen or having been granted exemption by the School Boards :—

	At date of leaving in			Totals.
	S. C. Department	Senior Division	Junior Division	
Dundee Public Schools -	1,012	746	98	1,856
Dundee Voluntary Schools -	140	373*	44	557
Schools outside Dundee -	445	321	6	772
Totals - - -	1,597	1,440	148	3,185

$$\underbrace{1{,}440 \quad 148}_{1588}$$

"From this table it is apparent that, so far from its being the normal condition of affairs that the children receive that course of supplementary instruction which it is the desire and intention of the legislature that they should all enjoy, one half of the children in this district finish their education without attaining to the standard of advancement necessary for entering on the supplementary course; while a sensible proportion of the children leave school and enter on the business of life with the meagre intellectual equipment contained in the curriculum of the infant and junior divisions. The number of Merit Certificates recommended during the year was 711, so that more than half the children who succeed in reaching the supplementary department leave school without completing a year's attendance, while of those who leave school finally less than one-fourth have finished the full elementary course. The bearing on this over-age problem of the fact that during last session 592 children were refused admission to the Dundee public schools will be at once evident.

Educational Effects.

Merit Certificate.

"The modified and truncated measure of success which is thus seen to attend the work which our elementary schools are expected to do of training for manhood and citizenship the great mass of our children is undoubtedly the most disquieting feature of our educational system, and the realization of the above figures in their full significance ought to be attended with anxious searchings of heart on the part of all who are interested directly or indirectly in educational progress. That progress is being made is certain, but it is eminently desirable that the pace be accelerated, and for this acceleration more and better accommodation, earlier enrolment, and more regular attendance are essential requisites".

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* In regard to the figures for the Voluntary Schools it has to be explained that the number in the senior division includes a considerable proportion of pupils in attendance at the half-time schools at the date of leaving, some of whom may have previously qualified for supplementary enrolment.

Conditions of greater progress.

That late enrolment is one of the factors of the "over-age" problem is certain; but there is no close or intrinsic relation between the two facts. Children of five or six become habituated to the school atmosphere indeed, but their positive mental acquisitions are at this early stage very slight, and an unjaded mind of seven could as a rule easily make up leeway; but unfortunately the pestilent idea still prevails—an inheritance of the old standard system—that a child must remain for a year in the class which he has entered; he proceeds from class to class automatically from year to year, and hence his admission to a supplementary class is retarded. If a system of promotion and partial re-classification were adopted and took effect at definite intervals there would be fewer "over-age" children. Nor is this the only way in which the old standard system dominates the situation. The requirements for the qualifying examination are interpreted in the light, or perhaps I should say the "darkness visible," of that system. The postponement of a knowledge of vulgar and decimal fractions and of free composition, as presumably a more advanced exercise than the reproduction of a story, is traceable to the old standard requirements. And perhaps I may be permitted to express my opinion that the standard system will continue to act as a "veiled prophet" until a syllabus of work or rubric of instruction is sketched in the spirit of the Memoranda for the several divisions of the school.

Effect of "Standard" System still operating.

But even a rational interpretation of the requirements for the qualifying examination will be of little avail until the supplementary course itself is made more real and intensive. In the larger centres, indeed this has already been done to a very considerable extent; distinctive courses of instruction have been instituted, and their relation to the senior division of the school is as clearly defined as the relation of a Higher Grade Department to the supplementary course itself; but in very many of the smaller schools the supplementary course means little more than the old Standard VI or ex-VI profession, and liberal grants are paid for work which is not really appreciably differentiated from the work of the senior division. As a result the pupils for a year or a year and a half, between the ages of 12 and 14, are for the most part merely marking time; their studies do not excite interest or impress their imagination, and, worst of all, have little concrete application to their future activities. It is to be feared also that many teachers, having to deal with over-age pupils who will soon leave school, share their pupils' sense of the unreality and ephemeral character of the supplementary class work.

Necessity for Practical Work in the Supplementary Course.

In the Northern Division the state of matters, though ostensibly better, is often actually worse. Certain selected pupils between the ages of 12 and 14 receive instruction in Secondary subjects, but the residuum, it is to be feared, are even more neglected than elsewhere, because the teacher has proportionally less time to devote to them. And, even if some of those pupils who intend to leave school at 14 receive instruction in Latin and French, it is very questionable whether the attenuated tincture of scholarship thus acquired is of much real value.

Undue Prominence of Secondary Subjects.

Speaking on my own personal responsibility I would suggest as remedies for the present unsatisfactory state of matters, first, the thorough-going adoption of the principle of promotion; second, a rubric of instruction based upon the memoranda for the several divisions of the school, and, third, the obligatory inclusion in the supplementary course of some form of practical work, as for example, woodwork for the boys and cookery for the girls. Most inspectors have experience of schools here and there—sometimes even small rural schools—where this has already been done, and where the initial difficulties have been successfully overcome by the sympathetic co-operation of managers and teachers.

Remedies Suggested.

My colleagues speak in generally favourable terms of the increasing development of supplementary courses in their respective districts.

Mr. Wattie reports that the number of these courses continues to grow. In Dundee the new supplementary school will be ready for occupancy by the beginning of next session. Of the 51 schools in the district 31 are provided with a supplementary course; and probably this number will not be much exceeded. The average attendance in these courses has risen from 1,568 to 1,978, representing a percentage of 5·7 relative to the total average. Even if we allow for the transference of a considerable number of pupils to Secondary and Higher Grade Schools, this percentage ought to be considerably larger.

Mr. Wattie's District.

Mr. Macdonald reports that these courses are now pretty general in his district, and he notes with satisfaction that they have been instituted at several Higher Grade Schools as an alternative to the Intermediate Certificate Course. He thinks that they tend to retain children longer at school.

Mr. Macdonald's District.

Mr. Philip furnishes me with valuable information on the subject. In the County of Aberdeen there are in all 248 separate Schools, 14 of which cannot have a supplementary course in consequence of the grading principle to which they are subjected; of the remaining 234, there are 191 schools with a supplementary course. Mr. Philip very justly remarks:—

Mr. Philip's District.

> "A country school which never presents pupils for qualification on Form 62 (*a*) cannot be regarded as providing efficient instruction. . . . There are Schools in this district which are very small, and where one does not expect promotions to Supplementary Class work every year; but even in the smallest schools, which are not within reach of a centre, when the age of the pupil warrants it, he should in normal circumstances be found engaged in Supplementary Class work."

In Kincardineshire, with 52 schools 45 have Supplementary courses—a satisfactory state of matters

Kincardineshire.

Orkney.

In Orkney, out of 58 schools 45 have provision for Supplementary Class work. I agree with Mr. Philip in thinking that there ought to be a Supplementary Course in Kirkwall Higher Grade P. School.

Shetland.

In Shetland the corresponding figures are 47 out of 64.

Aberdeen City.

General Equipment.

Naturally, however, it is in Aberdeen City where the greatest expansion of Supplementary Class work has taken place. All of the city schools except three have such courses. The equipment for practical work under Schedule VI. is highly satisfactory.

For the subjects embraced in Schedule V. the necessary material is provided; but the books of reference, intended for the use of the pupils, are sometimes jealously locked up in the headmaster's room.

Taken in connection with Mr. Wattie's information regarding his district Mr. Philip's statement is interesting and suggestive. It appears that out of an average attendance of roughly 23,000 there were 1,601 pupils, or 7 per cent., who qualified for admision to a supplementary course. This is certainly better than Dundee, but by no means a brilliant achievement. There are courses at all the Elementary Voluntary Schools; and the School Board very public-spiritedly affords facilities to the supplementary classes in these schools for obtaining practical instruction.

Practical Work: Woodwork.

There is one point in connection with practical work which is often ignored. Woodwork implies much more than the manipulation of tools and the production of certain shapes: it includes drawing to scale and the exact reproduction of arithmetical and geometrical relations. It has therefore the closest relation to Geometry as taught according to modern methods. Mr. Philip reports that in many schools this preparatory discipline is very effectively carried out. The same general principle holds goodas regards land-measurement in the rural school. He states that

Cookery.

Cookery was taught last session in only ten centres in that part of Aberdeenshire outside the city, while Woodwork is even rarer. The results in Kincardineshire are relatively much better--Cookery was taught in four schools, and Woodwork in eight. In Orkney and Shetland these subjects are non-existent, except in Lerwick Central School.

Mr. Wattie gives the following information:—

Dundee: Continuity of Instruction.

Training of Teachers in the Subject.

"In last report reference was made to the hiatus existing in most of the Dundee schools between the occupations of the Infant Division and the woodwork of the Supplementary Course. With a view to the filling up of this gap a series of classes was held last session under the Provincial Committee and the School Board for the instruction of teachers in woodwork and cardboard modelling. The numbers enrolled were 21 and 92 respectively. With the commencement of the present session all the public schools in Dundee have made arrangements for this completion of the manual curriculum. The intention of the Board was, I understand, to institute a continuous course of hand-and-eye training for the boys parallel to the girls' sewing."

Correlation of Manual Instruction with other Subjects.

On the relation between Manual Instruction and other subjects in the school curriculum Mr Ewen has the following remarks:—

"The educational value of Manual Instruction and other practical subjects as integral parts of the curricula of Higher Grade and Secondary Schools, as well as in Supplementary Courses, is being increasingly recognised, and a considerable number of schools in the Divisions are now being provided with well-equipped workshops and premises for the teaching of Cookery and Laundry Work. In schools where Manual Instruction is included in the boys' curriculum, a careful correlation between this work and the Experimental Science and other instruction should always be aimed at. In a number of cases this has been well secured, and the boys have constructed in the workshop pieces of apparatus which they have afterwards been able to use in connection with their experimental work in the science laboratory, with very good educational results. Apparatus, instruments, and tools, for use in connection with Nature Study, Practical Geography, and School Gardening, have also been designed and made under the Manual Instruction syllabus. In other cases the workshop provides for the carrying out of original designs planned by the boys in connection with their Art studies. Such effective and valuable correlations as these should receive every encouragement. Accuracy and neatness in the drawings as well as in the articles constructed, is very properly regarded as of the greatest importance."

Correlation of Cookery with other Subjects.

Cookery, likewise, when intelligently taught can be brought into connection with elementary principles and phenomena in Physics, Chemistry, and Physiology which would serve to place culinary operations upon a rational basis, and so prevent much random work and waste of good materials in domestic life. Some of us have had the privilege of being present at Cookery Demonstration lessons which, in their constant reference to underlying principles, had all the interest, and probably more than the frequently ephemeral benefit, of popular lectures on Science.

On the entire subject of Cookery and Laundry Work in the Northern and Highland Divisions I beg to subjoin Miss Crawford's full and valuable report.

During the year an endeavour was made to visit any hitherto unvisited class or centre, and, so far as I am aware, this object has been accomplished.

In all 57 classes were seen, 11 of which were taught by one of the staff teachers of the school.

Progress.

The general progress of the work throughout the division has been uniformly satisfactory. As Cookery is now becoming more and more recognised as a branch of the supplementary course for girls, the subject is being introduced to an increasing extent. In many schools, however, the want of suitable accommodation, or the financial and other difficulties incurred in securing a teacher, are the chief obstacles to its introduction. In rural and isolated districts particularly, it is only possible to have the work undertaken by one of the staff, and the necessity, therefore, for including this subject in the curriculum of students' training as supplementary-class teachers becomes urgent.

Obstacles to Success.

The quality of the work varies considerably. Lack of more frequent inspection, the isolation of the cookery teacher, the temptation to make the classes pay by cooking what will sell to most advantage, the unsuitable class-rooms and inadequate stove accommodation are the main causes of slip-shod and faulty work. The individual reports issued after each visit of inspection reveal, however, that in the majority of cases the work is distinctly commendable and of a high standard.

Syllabus of Work.

The syllabuses of work have been much improved within recent years. In framing these the teachers as a rule endeavour to include all the primary methods of cookery, with dishes of an appropriate and useful nature to illustrate them. Occasionally an uncalled-for departure from the syllabus is discovered and therefore discouraged, for in this as in other forms of school work the less divergence there is from the approved course of instruction the more satisfactory record of work will be accomplished during the session.

Demonstration Lessons.

The abolition of large classes for demonstration lessons is much to be desired. There is no good reason why pupils should be gathered in large battalions of 54, and surely the mere question of money should not be made the barrier to effective teaching. Teaching by demonstration is useful, but of much greater value is the teaching by demonstration and practice on the part of the pupil combined. It is hardly possible to keep a large class of pupils of the age of 12 interested for a period of two hours, especially if the majority of these pupils are so seated that they can see but few of the operations of the demonstrator.

Position of Cookery in Higher Grade Schools.

During the past year Cookery has been introduced into the curriculum of many of the Higher Grade Schools, while in others it has been dropped or assigned to a very small proportion of the pupils. If every girl pupil of the Higher Grade School were being trained to enter the teaching profession, there would be some reason for thus cutting out the subject; but it is evident that many will never be able to adopt this career, but will complete their education at the age of 15 or 16. It is a severe handicap to these girls, therefore, if at this age, when they turn to earn their own livelihood, they find themselves possessed of no real knowledge of any branch of home management.

In Aberdeenshire a splendidly equipped class-room has recently been added to Kemnay Higher Grade Public School, and a teacher of Cookery has been appointed for the work. At Turriff Higher Grade Public School also a new class-room has just been erected, and arrangements have been completed for beginning the work. The subject is also taught with much success at Inverurie Higher Grade Public School and at Peterhead Academy.

Domestic Subjects in General.

Special mention is again made of the continued success and popularity of the domestic subjects, including, in addition to Cookery, Housewifery and Dressmaking, taught at Huntly Gordon Schools. Many of the finished garments in the last subject were excellent specimens of neatness and thoroughness in every detail.

A most promising class was seen at Fyvie Girls' School, and it is hoped that suitable accommodation will here be provided for the future development of this subject, in every respect specially applicable to the school.

Cookery as taught in Aberdeen City Schools

Suggestions for its Improvement.

In Aberdeen City, instruction is given to the pupils of all the Elementary Schools and to a few of the pupils of the Central Higher Grade Public School. · The work in progress throughout the city is generally satisfactory, though in regard to its nature and quality it varies considerably. In some cases little attention is paid to the actual teaching of the subject by practical and approved methods, while in other cases the amount of food material provided for practice is far too limited. More attention might also be given to the choice of dishes to be practised, avoiding as far as possible those of the cake and pastry nature, and choosing in preference those common to the majority of homes. Much of the teaching, however, was excellent, the educative as well as the useful aspect of the subject being kept in view.

Cookery Classes in Dundee.

In Forfarshire, Dundee claims the largest number of classes. The work here is carried on by a staff of specially qualified teachers, and during the year it has been a pleasure to testify to the continued generally satisfactory nature of the instruction and to the enthusiasm displayed by many of these capable instructresses. The class for deaf and dumb pupils, also those for half-time pupils, well justify their existence. The work of the former compares favourably with that of ordinary pupils; while for the latter surely no training is better calculated to compensate for the lack of home influence and training, and to enable these girls to develop into healthy and capable women. The Board wisely entrust these classes to some of their most experienced and competent staff, and the advisability of continuing or extending the work in these directions cannot be too strongly urged.

In the County.

At Broughty Ferry the subject continues to be taught in the kitchen attached to the Grove Academy, while at Arbroath, Montrose, and Brechin specially equipped centres have been erected where the work is conducted on home-like principles and with much success.

Throughout this county few additional classes have been notified during the year. The want of certificated teachers qualified to teach the subject prevents many Boards from undertaking it, the small number of pupils eligible for instruction scarcely justifying the employment of a specialist. This difficulty, however, should soon disappear, if Cookery is included in the training of students preparing for Supplementary work.

Kincardineshire.

In Kincardineshire good work is carried on at Stonehaven Mackie Academy, also at Laurencekirk Public School.

Orkney and Shetland still await a visit of inspection.

Elgin.

In the county of Elgin the Elgin Girls' Technical School maintains a leading place in the North. Here the training in domestic subjects is made of real interest, and, in the hands of a trained and experienced teacher, is rendered a means whereby the pupil's powers of observation and manipulation are developed in the best possible manner.

At Forres Higher Grade Public School, and at Lossiemouth Public School, the subject is taught by a member of the staff; and at Alves, Hopeman, and throughout this district generally, classes have been in operation for a number of years and have been conducted with much efficiency and success.

Nairn.

At Nairn Public Schools ordinary classrooms have been utilized for Cookery, which though not an ideal arrangement, has enabled the work to be continued. When the proposed new school with its properly equipped domestic classrooms is available, it is anticipated that the lessons will extend throughout the whole session, and that an extension will be made in the direction of instituting day classes under the Continuation Code for pupils from the country and adjacent districts.

Inverness.

Inverness Technical School maintains a high standard of efficiency. The pupils from all the schools in the Burgh attend in detachments, and pursue a systematic course of two or three years' instruction. The Board of this Burgh has deemed it advisable to recommend that all girls of the age of 12, irrespective of class attainment, receive a course of training in Cookery. The recommendation is commendable and worthy of being adopted by other Boards. Many girls from various causes may never reach a Supplementary Class, and to this type of pupil a training in handwork is much to be desired and may prove a means whereby these girls will more willingly and intelligently adopt the career of domestic employment.

At Glen Urquhart and Kingussie Higher Grade Public Schools the subject is very ably taught by a member of the staff, though in the latter school a larger percentage of the pupils might reasonably be expected to share in the course of instruction.

Inverness (Landward) Board has many interesting and successful classes conducted by the certificated teacher. The lack of qualified teachers excludes the teaching of Cookery from many schools eager to adopt it, and, as soon as this want is supplied, the subject promises to become still more universally taught throughout the rural districts of the county.

Laundry Work.

In the cities and large towns of this Division, where centres are provided for the teaching of domestic subjects, Laundry Work is invariably included. In many cases the lessons alternate with those in Cookery; while in others they are given after the first Cookery course has been completed, and during a portion of the year only.

Proper Age for this Subject.

The subject is not recommended for young girls, but for pupils after they have spent at least six months in the Cookery class. At this stage they are better accustomed to handle things, and the work proves less laborious and physically irksome to them. As these classes are, or should be, of a wholly practical nature, it is advisable to restrict the numbers to 12 or 16. If the latter number is exceeded, it becomes difficult for the teacher to give the due share of attention to individual pupils which the nature of the work demands.

Appliances Required.

For lessons in the washing of clothes care should be taken to provide each pupil with a tub or basin. Where this precaution has not been taken, serious objections have been raised by parents, and pupils have been withdrawn from the classes. In fitting up a laundry classroom the tubs should not be fixed against the wall, but brought out, leaving sufficient space between the wall and tubs for a passage. This arrangement allows the teacher to command an uninterrupted view of her pupils while they are working at the tubs, and enables her also to supervise and control the work with more efficiency and care.

Ironing.

For lessons in ironing it is good to have a supply of cast-off garments for pupils to practise on before attempting the dressing of better garments brought from home. The dressing of lace, silk, and other easily manipulated garments is always enjoyed by the pupils, and, if only a little can be attempted in the dressing of collars and garments reserved for the expert, surely the lessons are of some practical benefit, if for no other reason than creating the desire for and means to secure clean and well dressed articles of clothing.

Laundry Work is a useful subject for every girl, and the knowledge and manipulative skill acquired during a course of lessons never come amiss.

I. DRAWING.

Drawing. Mr. Ewen.

Mr. Ewen introduces Mr. Hood's report with the following observations:—

"The teaching of Drawing in its various branches, especially in the Primary School, is fully dealt with in Mr. Hood's report. In the Higher Grade Schools and Junior Student Centres too, great progress is evident, and a considerable number of the larger schools are now being provided with special Art Rooms, well equipped and furnished, in which the subject can be adequately treated. Where such provision is made, and the Drawing instruction is properly organized, the Art Room should naturally become the æsthetic centre of the school, radiating its influence throughout all the other branches of the work.

The publication of the Department's Memorandum on the Teaching of Drawing has been of service to a number of schools in indicating methods of treatment and possible lines of development. In this connection Mr. Hood has already done valuable work by meeting groups of teachers at convenient centres, principally in the Highland Division, and expounding and illustrating to them the principles laid down in the Memorandum. These meetings afford valuable opportunities also for the discussion of points of interest connected with the school Drawing scheme, and for clearing away difficulties which arise in the carrying of it out. This system of conference and discussion has been greatly appreciated by the teachers, and its extension would be heartily welcomed."

Mr. Hood's report is as follows:—

Nature Drawing.

"During the session I devoted my attention to the following counties, viz., Aberdeen, Inverness, Ross, Nairn, Moray, Banff, and Caithness.

"Nature drawing continues to make steady progress. The important points in a flower, leaf, or spray, are carefully noted and expressed in a more definite and a more natural manner than hitherto. The principal difficulty the pupil finds in representing actual things lies in the expression of their surfaces or textures, such as the shiny surface of a flower or leaf, the polish of certain shells; or the opposite of that, such as the roughness of the bark of stems, &c. In many cases all such objects appear as if made of one common material, and this produces an unpleasantly false feeling.

"In connection with this branch of the work, the pupil frequently fails to produce a satisfactory drawing through the heat of the hand causing the flower or spray to fade and droop. That is very disappointing to everyone concerned. The introduction of a simple stand with a tube for water, and a device for holding a background in position, will obviate the difficulty, and will tend considerably to improve the work as a whole.

Object Drawing.

"Object drawing receives careful attention in all the schools in the Division. The exercises are selected to suit the pupils at the different stages of advancement, and are graded as regards difficulty and continuity of type.

"At this point another difficulty arises, which requires as much attention as the selection and arrangement of objects, namely, the proper setting up of the exercises before the class. As these objects are not supposed to be suspended in space, in putting them up something must be placed under them by way of ground. The ground may be light, medium, or dark, but in the early stages the surface should be of one uniform colour and not polished. The colour of the background should be frequently changed, and the same object should be set before different backgrounds and the different effects carefully noted. In the early stages the exercise may be an object placed in relation to a background only, such as a slate, a school-bag, or anything of that type, hanging from a nail in the wall, or hanging in relation to a background of any desired colour. As the pupils acquire skill and facility in execution, the difficulty of the exercise can be increased in accordance with their capacity.

Arrangement of objects.

Foreground.

Background.

"The suggestions in last report on shading in black and white are being adopted in a number of cases with success.

Shading in Black and White.

"Here I may add, however, that the lines used in shading with the lead pencil should vary according to the form and texture of the object to be represented: rounded forms are best represented by curved lines, while straight lines are used for flat surfaces, aiding by their direction the perspective changes of the form. The regularity of the lines and their equality in tone must be strictly adhered to: one of the lines either darker or more unequal than another disturbs the eye and destroys the effect of continuity.

"In order to study the effects of light and shade which belong to an object or group of objects, as distinguished from those which are produced by reflection, before beginning to work, a precaution is necessary, namely, to remove to a distance all objects that will either intercept the light from the object, or cast reflections upon it. The representation may then be attempted, and may be easily expressed with colours; but with pencil it is different. The effect has to be rendered by means of light and shade only, and the pupils must endeavour in looking at the object to separate these from colour.

Effects of Light and Shade.

"The form of any object with its light and shade, texture of material, whether smooth or glossy, rough or shaggy, can be satisfactorily represented by the lead pencil; but we must depend on colour for the highest results of artistic expression; the pencil must be the means and not the end of our studies.

The Pencil.

"The brush is gaining in popularity as a means of expression, and there is promise of satisfactory results in schools where colour-work is taken up in a systematic fashion. The pupils first get a knowledge of the primary colours the mixing of these to produce the secondaries, and then the tertiaries.

The Brush.

"Design is attempted in the higher classes of a number of schools. Referring to the work generally it is satisfactory to find that the execution is much better than in previous years. Proportions are carefully observed, drawing is firmer, and the colour is cleaner and more harmonious.

Design.

"*Clay-modelling.*—As a rule the exercises show that the medium is understood and appreciated, and that the pupils are steadily acquiring skill in the manipulation of clay.

Clay-modelling.

"*Drawing to Scale.*—This branch of the work continues to flourish. Pupils are taught to draw objects to different scales and to represent them to scale in plan and elevation."

Drawing to Scale.

Mr. Hood supplies some information on Woodwork which for convenience may be set down here:—

"Woodwork is taught at a number of centres, such as Aberdeen and Inverness. At the present time there is an interesting development at the Inverness centre, which is best described in the words of Mr. Stewart, the able instructor:—'Manual Instruction in this school is correlated with Experimental Science in an effective manner by the calculating, drawing, constructing, and subsequent testing by monochord of a scale of organ pipes executed by the boys in wood and in metal. The pipes lend themselves to several interesting experiments in sound: these are carefully carried out by the pupils in their Science classes.'"

Woodwork.

J.—HIGHER GRADE SCHOOLS.

Increase in their Number.

During the past Session there has been a considerable increase of the number of these schools in the Northern Division; but there is, I think, no indication of a tendency unduly to multiply them. On the contrary, there are still a few localities where a Higher Grade School might appropriately be established. The ideal of attainment is to have such schools so distributed that an opportunity of obtaining secondary instruction may be available without serious difficulty or inconvenience. The problem is not unfrequently somewhat complicated. There may, for example, be railway communication linking certain localities with a fair degree of directness; but in not a few instances the morning and afternoon service of trains may be such that school children must leave their homes very early in the morning and will be unable to return home till late in the evening. Apart from other inconveniences, such a condition of matters seriously limits the amount of time available for private study. Even if we admit that home-lessons are frequently overdone, it is nevertheless necessary that the pupils should perform subsidiary work for which the school sederunt does not supply an adequate opportunity. Another complication arises from the educational traditions which have long obtained in the Northern Division. Under the influence of the Dick and Milne Bequests a considerable amount of secondary work has been done in many of the Primary Schools; and there is a tendency, on the one hand, to desire the inclusion of such schools within the scope of the new system, and, on the other, to regard the secondary instruction thus given as sufficient for higher education in general. As regards the latter point it is evident enough that no Primary School can effectively compete with a Higher Grade School properly equipped and adequately provided with a specially qualified staff; and the attempt to do secondary work is exceedingly apt to conflict with the requirements of a Supplementary Course. The inevitable result is that the teacher is apt to concentrate his efforts upon those who are receiving secondary instruction to the detriment of those who are likely to leave school at fourteen. The policy of the Department is, however, quite clear, and meets all reasonable requirements. Higher Grade Schools should be distributed as widely as possible, having regard to the requirement that each of these Schools shall possess the full equipment necessary and shall have a sufficient staff of specially qualified teachers to permit of separate instruction being given to the pupils of each year on a minimum course of three years. But it is the duty of the principal teachers of all other schools, without professing to give in every case a complete course of intermediate education, to do what they can to pick out pupils of special capacity in these schools and to give them what instruction in Secondary subjects the circumstances of the school admit of, with a view to preparing them for taking up the work of the recognised Higher Grade or Secondary School at such stage of the course—

Difficulties.

Railway Service.

Educational Tradition.

Co-existence of Supplementary Course.

Requirements for H.G. Schools.

Preparatory higher instruction in the Primary School;

beginning, end of 1st year, or (in exceptional circumstances) at the end of the 2nd year—as the distance from the Central School and the abundance or scantiness of the provision of bursaries may suggest. In order that pupils so transferred should be able to take their place in the Higher Grade School without loss of time, it is highly desirable that as many of the ordinary schools as possible should possess the very simple equipment required for the instruction of 2 or 3 pupils at a time in Experimental Science.

The teaching of Science in the Primary School.

The nature and extent of this provision are in the case of such schools not unduly exacting; but it would be a disastrous mistake to make it a *pro forma* requirement. Science teaching must be a reality, must be based upon a well-considered scheme, and must not be merely a series of *dilettante* and more or less spectacular experiments, such as often passed for science teaching in former days. The teachers also must qualify themselves for the giving of science teaching on modern lines; and it is my pleasing duty to report that they are displaying an altogether admirable degree of zeal, self-abnegation, and even enthusiasm in attending Article 55 classes or Technical College classes for the purpose of acquiring the necessary expertness in the practical treatment of the subject. As they are generally graduates, they already possess a knowledge of its more theoretic aspects.

Relation of H.G. Department to Supplementary Course.

One very difficult subject is the relation of the Supplementary Course to the Higher Grade department or to the Intermediate Curriculum. In large Higher Grade Schools the differentiation is usually complete, it is in the smaller schools that the difficulty emerges. When the number of pupils between twelve and fourteen does not exceed thirty, and is under the charge of a single teacher, it is very difficult, if not almost impossible, to secure the concurrency of a Secondary with a Supplementary Course of instruction as outlined in Schedule VI. The difficulty is met partly by combining both sets of pupils for certain subjects such as English in its several branches, Arithmetic, etc., and partly by adopting a composite course of Supplementary instruction. Neither arrangement is quite satisfactory, and there is always in such cases a tendency to subordinate, or even to sacrifice, Supplementary to Secondary instruction. It is manifestly almost a breach of faith to retain children at school till the age of fourteen unless provision is made for their receiving distinctive instruction adapted to their special requirements. When, moreover, so many pupils only pass the Qualifying Examination at a comparatively late stage of their school career there is all the greater risk of their being regarded as a negligible quantity, and as too bad for blessing if too good for banning. In the meantime, until the requirements for the Supplementary Course are made more stringently practical and intensive, some mitigation of the evil may be found in more independent study on the part of the secondary pupils and in quasi-tutorial instruction of these pupils before or after the ordinary school-sederunt, as was the practice in former days.

Remarks upon the instruction in the several subjects of Secondary Education in these Schools will be found in the Secondary Education Report.

I have the honour to be,
My Lords,
Your obedient Servant,
G. DUNN

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland

PART II. OF APPENDIX.

DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS.

DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS

TABLE 1.—EXPENDITURE FROM EDUCATION GRANTS.

(A.)—*Classified according to Object of Grant.*

—	For Year ended 31 Dec. 1907.			Compared with Year ended 31 Dec. 1906.					
				Increase.			Decrease.		
	£	s.	d.	£	s.	d.	£	s.	d.
1. Annual Grants for Day Scholars	954,853	5	0	42,570	7	1	—		
Grants for Blind and Deaf Mute Children	4,152	8	0	76	6	0	—		
2. Grants to School Boards under Act 35 and 36 Vict. c. 62, s. 67, and 60 and 61 Vict. c. 62, s. 1	73,511	12	11	5,456	8	4	—		
2 (a) Special Grants to certain School Boards under the Minute of 19 July, 1906	10,850	18	10	10,850	18	10	—		
3. Fee Grants for Day Scholars	354,754	14	0	—			2,118	0	0
4. Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	14,237	2	0	269	6	9	—		
5. General Aid Grant	334,404	10	11	207,033	2	4	—		
6. Grants for Training of Teachers	96,806	2	4	25,228	4	1	—		
7. Pensions and Gratuities to Teachers	12,972	18	1	1,000	15	11	—		
8. Grants under Code for Continuation Classes	127,569	11	11	5,036	2	0	—		
9. Grants for Royal Scottish Museum, Edinburgh	15,264	3	7	92	7	10			
10. Administration :— £ s. d.									
Office in London 18,984 16 1	60,488	0	5	822	2	8	—		
Inspection 40,624 8 11									
Office in Edinburgh 878 15 5									
Total	2,059,865	8	0	298,436	1	10	2,118	0	0

(B).—*Classified according to Denomination of Recipients.*

—	For Year ended 31 Dec. 1907.			Compared with Year ended 31 Dec. 1906.						From 1839 to 31 Dec. 1907.		
				Increase			Decrease.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
On Public Schools	846,882	16	4	31,627	14	7	—			16,028,011	9	9
„ Church of Scotland Schools	17,614	6	3	—			9,245	9	5	4,153,561	1	9
„ United Free Church Schools	19,480	11	9	—			7,250	5	6			
„ Undenominational Schools	72,587	15	9	41,086	10	11	—					
„ Episcopal Schools	15,182	1	7	351	1	5	—			464,788	6	0
„ Roman Catholic Schools	97,037	1	9	11,706	1	1	—			1,563,227	13	11
Administration (as in Table A.)	60,488	0	5	822	2	8	—			1,454,592	6	2
Grants to School Boards under Acts 35 & 36 Vict. c. 62, s. 67, and 60 & 61 Vict. c. 62, s. 1	73,511	12	11	5,456	8	4	—			720,698	10	0
Special Grants to certain School Boards under the Minute of 19 July, 1906	10,850	18	10	10,850	18	10	—			10,850	18	10
Special Grants to Schools in Highlands and Islands ‡	—			—			—			22,236	19	7
Fee Grants for Day Scholars †	354,754	14	0	—			2,118	0	0	5,078,127	10	0
Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	14,237	2	0	269	6	9	—			129,038	17	6
General Aid Grant	334,404	10	11	207,033	2	4	—			886,335	8	0
Grants for Agricultural Education ¶	—			—			—			14,000	0	0
Grants for Science and Art * ¶	—			—			—			281,730	19	1
Grants under Code for Continuation Classes	127,569	11	11	5,036	2	0	—			665,265	16	8
Grants for Royal Scottish Museum, Edinburgh	15,264	3	7	92	7	10	—			160,068	7	8
Expenses of Education Board under Act 35 & 36 Vict. c. 62	—			—			—			29,311	3	4
Total	2,059,805	8	0	314,931	16	9	18,613	14	11	32,202,440	8	3

* Prior to 1898 such Grants were paid by the Department of Science and Art.

† These Grants are distributed in relief of fees, together with the amounts allocated for that purpose under the Local Taxation (Customs and Excise) Act, 1890, and the Education and Local Taxation Account (Scotland) Act, 1892.

‡ These Grants are now paid out of the General Aid Grant.

¶ Grants for Science and Art, for Evening Instruction and for Agricultural Education are now made under the Code for Continuation Classes.

TABLE 2.

TABLE showing Number of SCHOOL-HOUSES *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters:* Total Amount *expended;* and Number of CHILDREN for whom *Accommodation* has been provided:—*Years* 1839 *to* 1887 *inclusive.*

Denominations.	Number of School-houses*							Total Amount awarded out of Parliamentary Grants.			Total Amount raised by Promoters. (Voluntary Contributions and Rates.)			Total Amount expended.			Number of Children for whom New Schools have been built. §					Number of Children for whom New Schools have been enlarged. ‖					Total Number of Children for whom Accommodation has been created. §				
	Built.																														
		No. of Departments comprised in these Institutions.‡																													
		Juvenile.															Juvenile.					Juvenile.					Juvenile.				
	Institutions.†	Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or Improved.	£	s.	d.	£	s.	d.	£	s.	d.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
Public Schools	980	77	95	887	285	766	370	577,955	7	11	2,097,883	7	8	2,675,838	15	7	13627	13942	154296	37864	219729	5339	4277	31584	5411	46611	18966	18219	185880	43275	266340
Church of Scotland Schools	235	56	83	141	20	127	71	63,761	16	2	135,575	1	7	199,336	17	9	8815	9978	5113	1660	35566	387	959	1619	563	4528	10202	10937	16732	2223	40094
Free Church Schools	167	47	49	113	12	101	56	36,615	14	0	75,322	5	7	111,937	19	7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools	8	4	5	1	1	7	1	3,915	12	10	6,662	0	2	10,577	13	0	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools	12	5	5	4	9	3	–	5,118	0	1	12,563	7	5	17,681	7	6	1015	848	640	1019	3522	–	–	–	–	–	1015	848	640	1019	3522
Total	1402	189	237	1146	327	1004	498	687,366	11	0	2,328,006	2	5	3,015,372	13	5	29483	30641	183345	41337	284806	7347	5870	34211	6187	53615	36830	36511	217556	47524	338421

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate head teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

LIST OF DAY SCHOOLS AIDED FROM PARLIAMENTARY GRANT, WITH STATISTICS RELATING THERETO FOR 1906-7, AND SUPPLEMENTARY LISTS OF SCHOOLS, ETC.

TABLE No. 3.

LIST OF SCHOOLS (under Counties and School Board Districts) aided from Parliamentary Grant.

1. The particulars given in regard to each School relate to the School Year (Article 11.) ended during the twelve months from 1st September, 1906, to 31st August, 1907.
2. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872) are printed in italics.
3. A list of School Boards paid additional grants during the year ended 31st August, 1907, in terms of Section 67 of the Education (Scotland) Act, 1872, as amended by Section 1 of the Education (Scotland) Act, 1897, will be found in Table No. 7. "§ 67" has been printed below against the names of School Boards which appear in that list.

NOTE.—P. denotes that the School is a Public School; H.G.P., that it is a Higher Grade Public School; C.S., that it is in connection with the Established Church of Scotland; F.C., with the United Free Church; E., with the Episcopal Church; R.C., with the Roman Catholic Church. The sign ¶ denotes a fee-paying School, and further particulars as to such Schools will be found in Table No. 5. Where the new figures were not available when going to press, those for the previous year have been given and printed in italics.

In the first of the columns for average attendance above ten is entered the average attendance of Scholars between ten and twelve, and of any above twelve who are still in the Senior Division; in the second column is entered the average attendance of scholars over twelve who are enrolled in Supplementary Courses or Higher Grade Schools. The letter "p" in the column for Certificated Teachers indicates that the teacher is provisionally certificated under Article 60.

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
	ABERDEEN.																											
	ABERDEEN (Burgh) § 67 (29,938)																											
4640	¶Ashley Road	P.	12	1232	1090	192	371	349	42	954	19	..	7	3384	1244	595	..	..	147	..	..	388	944	..	16	1202	4	3
6476	Beech Lodge (for Deaf and Dumb)	P	12	..	..	2	6	5	..	13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	74	7	6
2760	Broomhill	P.	10	1511	1093	198	379	392	29	998	10	..	8	2960	1221	586	..	..	140	..	..	379	81	..	45	1232	18	4
2865	Causewayend	P.	10	1377	1523	275	557	503	66	1401	23	..	9	3920	1837	893	..	..	219	..	..	814	141	..	18	1761	16	0
5298 HG	Central, H.G.	HGP	6	1100	1065	.	..	8	934	942	31	1	..	6201	3381	697	..	..	231	..	..	1676	53	75	87	2819	9	4
1201	Commerce Street	P.	10	676	555	138	184	190	..	512	10	..	4	1556	676	327	..	..	82	..	..	443	27	..	2	595	17	6
1579	Ferryhill	P.	12	1128	1173	201	403	382	57	1043	22	1	4	3198	1378	626	..	..	158	..	..	936	58	..	42	1362	12	1
2412	Frederick Street	P.	11	1100	839	126	279	324	26	755	19	..	4	2658	809	408	..	..	97	..	..	1276	72	..	1	940	16	0
2411	Hanover Street	P.	10	960	925	168	316	310	26	820	18	..	4	2779	1022	603	..	..	125	..	..	1050	74	..	5	1017	14	3
4464	Holburn Street	P.	10	977	1025	169	345	376	50	940	20	..	8	2848	1208	575	..	..	141	..	..	836	85	..	8	1181	9	7
4425	King Street	P	11	1732	1694	257	636	619	98	1610	31	..	7	4432	2201	1028	..	..	255	..	..	788	144	..	66	2098	12	8
6210	Kittybrewster	P.	12	1020	1091	179	367	396	48	984	10	..	8	3222	1330	657	..	..	162	..	..	885	186	..	43	1258	5	9
2686	Marywell Street	P.	10	579	455	88	152	150	19	409	10	1	4	1680	550	247	..	..	64	..	..	754	57	..	7	505	8	8
3172	Middle	P.	10	1162	1082	145	340	417	50	952	19	1	8	2880	1234	579	..	..	144	..	..	865	75	..	1	1222	10	8

[illegible]	Mile End	P.	12	1158	1157	179	381	448	38	1046	21	1	4	3368	1309	631	..	..	157	..	..	1038	154	..	78	1315	6	5
3886	Old Aberdeen	P.	12	1000	766	154	244	257	31	686	15	..	4	2460	1008	484	..	..	119	..	..	779	68	..	2	879	16	8
2543	Porthill	P	10	528	584	85	177	227	10	499	10	..	4	1490	607	301	..	..	73	..	..	480	24	..	5	603	11	7
2052	Rosemount	P.	12	1120	1126	203	377	397	37	1014	20	..	8	3102	1162	605	..	..	144	..	..	1055	112	..	24	1341	3	10
6463	Ruthrieston	P.	11	207	154	39	57	43	..	139	4	..	2	441	131	87	..	30	16	..	..	161	14	..	..	150	13	9
3966	St. Clement Street	P.	10	712	599	112	185	213	37	547	12	..	4	2250	690	301	..	..	80	..	..	1129	50	..	..	711	3	8
2501	St. John's	P.	11	236	242	50	74	91	..	215	5	..	4	617	245	120	..	..	30	..	..	211	11	..	..	254	11	11
2573	St. Paul Street	P.	12	1033	934	146	305	336	50	837	20	..	8	2571	1146	516	..	..	130	..	.	696	80	..	2	1081	0	1
4516	Skene Square	P.	10	1667	1569	273	515	571	60	1419	28	1	9	4076	1786	848	..	..	209	..	..	1146	87	..	6	1773	0	6
2821	Skene Street	P.	11	763	826	151	293	274	34	752	18	1	4	2485	936	479	..	..	114	..	..	899	49	..	8	933	9	3
6508	Sunnybank	P.	12	1169	910	250	334	224	21	829	20	..	4	1502	..	..	..	..	..	..	..	1434	68	..	1	402	14	9
1017	Victoria Road	P.	11	1198	826	196	286	231	37	740	19	..	4	2218	937	442	..	..	106	..	..	704	79	..	1	925	16	11
6006	Walker Road	P.	11	1715	1677	329	566	550	74	1519	28	..	7	3957	1929	902	..	..	228	..	..	721	159	..	18	1898	4	2
3743	Westfield	P.	10	456	471	99	168	174	..	441	10	..	4	1421	528	261	..	..	66	..	..	498	61	..	7	510	14	4
3599	Woodside	P.	12	1525	1398	257	442	464	60	1223	26	1	8	3955	1456	745	..	..	179	..	..	1411	124	..	40	1504	13	6
2581	York Street	P.	10	429	416	86	130	151	..	367	9	..	4	1074	435	224	..	..	56	..	..	300	28	..	2	437	14	1
3420	George Street Practising	..	6	879	842	153	279	336	..	768	17	..	7	2000	952	469	118	..	177	..	..	..	139	..	62	952	7	4
3420 HG	¶George Street Practising, H.G.	..	6	207	100	..	..	..	86	86	5	..	..	808	296	70	18	..	27	..	..	..	214	150	33	363	19	0
2188	St. Andrew's	E.	1	454	441	64	104	183	12	368	5	4	2	932	446	235	59	..	59	12	64	..	32	..	11	429	14	9
4015	St. Margaret's Mission	E.	9	412	426	63	119	156	15	353	8	1	2	910	428	211	53	..	53	..	136	..	32	..	3	415	7	0
2382	John Street Normal	..	6	534	498	101	170	169	..	440	11	..	9	1234	559	281	70	..	104	..	..	...	21	..	235	548	8	1
2382	John Street Normal, H.G.	..	6	40	33	..	..	..	23	28	1	..	..	295	133	19	5	..	7	..	..	..	..	75	28	112	13	5
961	Cathedral	R.C.	1	266	271	48	69	90	27	234	4	..	5	687	286	144	31	..	34	..	168	..	24	..	..	328	15	10
6112	Queen's Cross	R.C.	6	175	161	17	50	67	9	143	2	1	3	510	188	88	24	..	23	..	183	..	4	..	..	161	15	0
6112 HG	*Queen's Cross, H.G.	HG RC	6																									
4296	St. Peter's	R.C.	1	388	335	69	96	96	20	281	3	4	3	78	356	173	43	..	44	..	151	..	11	..	..	350	10	2
4789	Deaf and Dumb Institution	..	11	..	..	1	1	20	..	22	..	..	..	..	..	..	..	..	...	..	..	..	..	..	..	125	11	8
	ABERDOUR § 67. (318)																											
2768	Aberdour	P.	4	280	179	35	55	57	8	155	3	1	..	439	185	95	..	..	36	25	..	93	..	..	..	178	16	3
205	Auchmedden	P.	4	141	84	20	25	18	8	71	1	1	..	226	83	43	..	..	16	..	..	85	..	..	..	84	18	9
	ABOYNE & GLEN-TANAR. (297)																											
293	Aboyne	P.	3	272	223	43	69	68	18	138	4	1	..	526	242	116	..	..	44	20	..	103	..	..	..	239	9	6
331	Glen-Tanar	P.	3	113	85	9	24	29	13	75	2	..	..	214	117	49	..	..	18	..	..	29	..	..	..	115	4	8
	ALFORD. (300)																											
3671	Alford Village	P.	3	202	210	35	75	57	19	136	4	..	..	501	219	112	..	..	42	..	..	114	..	..	14	227	6	3
2583	Gallowhill	P.	3	153	122	8	41	45	9	103	3	..	..	347	116	59	..	40	22	41	..	70	..	..	..	127	4	3
	ARDALLIE. (271)																											
1559	Ardallie	P.	5	122	88	12	24	31	7	74	2	1	..	295	105	46	..	40	17	22	..	64	..	..	..	100	18	3
4101	Ardallie, Female	P.	5	60	49	6	16	18	3	43	1	1	..	153	63	31	..	40	12	..	..	6	.	..	..	51	9	6
	AUCHINDOIR & KEARN § 67. (258)																											
638	Craig	P.	4	48	23	3	9	6	..	18	1	..	..	79	33	10	..	..	4	..	..	32	..	..	..	34	10	0
2810	Lumsden	P.	4	262	171	24	56	56	8	144	3	2	..	528	183	93	..	40	35	22	.	166	..	..	..	172	18	0
	AUCHTERLESS. (350)																											
3535	Badenscoth	P.	6	150	143	18	44	50	19	131	2	..	1	290	146	74	..	..	27	..	..	43	..	..	..	159	1	9
3458	Kirktown	P.	6	246	153	20	48	42	4	114	2	1	..	340	136	65	..	40	25	21	..	60	..	..	..	129	9	6
	BELHELVIE. (329)																											
537	Balmedie	P.	5	160	166	27	47	49	19	142	3	..	..	397	188	88	..	..	33	22	..	66	..	..	.	183	11	9
464	Craigie	P.	5	80	40	8	18	13	3	42	1	..	1	100	58	31	..	..	11	..	..	1	..	..	..	48	1	10

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	ABERDEEN—*cont.*																											
	BELHELVIE—*cont.*																											
528	Menie	P.	5	80	38	10	11	13	..	34	1	..	..	127	37	21	..	..	8	..	..	61	..	..	..	36	5	3
4269	Wester Hatton	P.	5	80	83	12	29	29	..	70	1	1	..	140	78	41	..	..	16	..	..	5	..	..	..	71	5	2
	BIRSE. (223)																											
2081	Ballogie, Female	P.	4	53	39	6	19	9	..	34	1	..	..	73	36	22	..	..	8	..	..	6	..	..	..	36	10	3
462	Birse	P.	4	71	34	6	10	14	..	30	1	..	..	139	37	21	..	..	8	..	..	74	..	..	..	40	16	0
418	Finzean	P.	4	130	83	10	25	33	7	75	2	..	..	253	94	47	..	..	18	41	..	54	..	..	..	93	8	9
641	Forest	P.	4	49	8	3	2	3	..	8	p	..	..	52	20	4	..	..	2	..	..	23	..	..	4	23	0	0
	BOURTIE. (71)																											
494	Bourtie	P.	2	67	27	1	12	6	3	22	1	..	..	99	45	14	..	..	6	..	..	33	..	..	..	38	8	6
	CAIRNEY. (291)																											
495	Alehousehillock	P.	6	68	50	7	14	23	..	44	2	..	..	143	64	30	..	40	8	..	..	1	..	..	..	59	3	9
4422	Cairney	P.	6	146	89	13	29	27	9	78	2	1	...	323	85	39	..	50	15	26	..	100	..	..	..	101	3	8
4072	Ruthven	P.	6	80	67	10	25	23	..	58	2	..	..	209	71	39	..	50	15	..	..	34	..	..	..	62	12	8
6485	Shenwell	P.	6	108	50	5	13	19	5	42	2	..	..	218	68	28	..	50	10	..	..	61	..	..	..	63	10	9
	CHAPEL OF GARIOCH. (351)																											
1030	Chapel of Garioch	P.	2	162	106	11	33	41	8	93	3	..	1	326	111	54	..	40	20	26	..	75	..	..	..	121	1	3
2449	Fetternear Madras	P	2	181	110	15	34	37	10	96	3	..	2	304	120	62	..	40	22	..	..	61	.	..	..	123	16	9
606	Logie Durno	P.	2	181	90	11	33	24	9	77	2	1	..	306	101	45	..	40	18	..	..	101	..	..	..	96	13	0
	CLATT. (87)																											
574	Clatt	P.	3	117	72	6	21	30	5	62	2	..	..	198	76	36	..	40	14	..	..	83	..	..	..	76	2	0
	CLUNY. (247)																											
3027	Cluny	P.	5	153	67	4	23	27	..	54	2	..	..	288	68	37	..	50	14	49	..	70	..	..	..	60	7	9
4066	Cluny	F.C.	5	115	78	17	19	27	3	66	1	1	..	222	86	40	10	40	15	..	27	..	4	..	..	78	13	9
1830	Corrennie, Lady Gordon Cathcart's, Female	..	5	64	46	6	18	15	..	39	1	1	..	140	39	24	6	..	9	..	..	..	..	..	..	42	11	3
	COULL. (94)																											
3798	Coull	P.	4	101	65	12	20	17	5	54	1	1	..	214	73	31	..	40	12	21	1	36	..	..	..	74	19	0

	CRATHIE & BRAEMAR. (206)																								
394	Aberarder	P.	3	92	23	3	9	3	4	19	1	..	..	63	38	10	..	..	4	..	..	20	..	..	..	35 13 9
2861	Braemar	P.	3	145	67	13	14	23	7	57	2	..	..	249	74	34	..	50	13	..	..	78	..	..	..	71 11 3
4380	Crathie	P.	3	112	52	8	14	16	5	43	2	..	..	274	68	36	..	50	10	23	45	52	..	..	..	63 15 0
186	Inverey District	C.S.	3	40	10	3	2	4	..	9	1	..	..	65	25	5	1	..	2	..	33	..	1	..	..	24 18 6
242	St. Andrew's	R.C.	3	92	41	14	9	10	2	35	1	..	..	96	39	23	6	..	9	..	19	..	..	..	..	39 3 0
201	Inverey	R.C.	3	39	17	1	6	9	..	16	1	..	..	59	32	9	2	..	3	..	12	..	..	..	..	33 0 9
2900	Crathie Side	..	3	66	15	3	8	11	..	22	1	..	..	129	42	15	9	..	..	..	63	..	..	..	..	39 7 3
	CRIMOND. (144)																								
1	Crimond	P.	5	208	164	18	53	49	24	144	2	2	..	471	214	89	..	..	35	26	..	102	3	..	2	195 12 9
	CRUDEN § 67. (685)																								
450	Auchiries	P.	3	125	64	8	21	24	..	53	1	1	..	158	61	33	..	40	12	..	..	10	..	..	1	58 16 9
4084	*Bogbrae*	P	3	134	84	9	31	29	5	74	1	1	..	204	86	45	..	..	17	..	..	56	..	..	..	88 7 8
3971	Coldwells	P.	3	169	154	23	43	60	10	136	3	..	2	361	163	88	..	..	31	..	..	84	..	..	..	166 9 8
3421	Hatton	P	3	199	197	23	59	69	11	167	4	...	2	452	208	103	..	..	39	..	..	107	..	..	..	204 2 3
4643	Port Errol	P.	3	200	188	25	36	48	9	118	3	..	..	414	142	76	..	20	29	40	..	107	..	..	..	140 14 0
3846	Errol	E.	3	127	85	11	30	25	1	67	2	1	..	240	80	42	11	40	16	35	19	–	17	..	..	73 0 6
	CULSALMOND. (157)																								
2908	Culsalmond	P.	2	160	82	13	24	32	1	70	2	..	..	267	82	43	..	..	16	20	..	108	..	..	..	8 0 0
2843	Tillymorgan	E.	3	63	58	12	21	16	..	49	1	..	1	112	55	29	7	..	11	..	20	..	..	..	..	52 7 6
	DAVIOT § 67. (122)																								
2783	Daviot	P.	3	150	120	17	32	45	6	100	2	1	..	353	127	63	..	40	24	25	..	75	..	..	..	118 11 3
	DRUMBLADE. (204)																								
3190	Drumblade	P.	6	200	126	21	42	35	17	115	2	1	..	384	138	69	..	40	..	26	..	111	..	..	..	151 1 9
	DRUMOAK. (171)																								
146	Drumoak Central	P.	4	155	112	13	37	41	9	100	1	2	1	364	148	66	..	40	25	24	..	66	..	..	..	127 8 9
590	Glashmore	P.	4	44	42	9	17	11	2	39	1	1	..	134	41	22	..	40	8	..	..	23	..	..	..	44 8 9
	DYCE. (347)																								
3738	Dyce Overtown	P.	1	103	59	12	22	15	..	49	1	1	..	152	61	82	..	40	8	..	..	12	..	..	..	53 9 0
1587	Dyce Village	P.	6	326	205	34	63	56	26	179	3	1	4	587	235	105	..	..	27	30	..	136	..	..	4	†365 14 4
1587 H.G	*Dyce Village, H.G.	HGP	6																							
	ECHT. (256)																								
3055	Cullerley	P.	5	70	43	7	20	13	..	40	1	..	..	94	45	25	..	..	9	..	..	15	..	..	..	43 4 9
4264	Kirkton	P.	5	215	129	22	35	50	8	115	2	2	..	395	129	64	..	40	24	45	..	92	..	..	1	136 16 0
2648	‡Waterton	P.	5	102	55	9	23	18	3	53	1	1	..	114	51	28	..	..	10	..	..	24	..	..	2	61 14 0
	ELLON § 67. (782)																								
303	Berefold	P.	4	147	113	17	37	38	9	101	2	1	..	293	117	61	..	40	23	..	..	52	..	..	..	122 14 0
1870	Drumwhindle	P.	4	100	93	12	25	31	16	84	2	1	2	332	117	52	..	40	19	..	..	94	..	10	..	120 19 3
2706	Ellon	P.	6	589	360	71	113	124	8	316	5	1	5	860	366	191	..	..	72	..	..	228	2	..	1	389 16 10
2706 H.G	Ellon, H.G.	HGP	6	50	46	..	..	1	41	42	2	..	..	341	204	81	..	..	12	34	..	10	..	50	..	173 10 7
100	Esslemont	P.	4	134	100	19	34	33	6	92	2	1	..	311	110	55	..	40	21	..	..	85	..	..	..	107 16 9
	FINTRAY. (159)																								
4318	Disblair	P.	5	86	59	18	14	17	..	49	1	1	..	154	52	23	..	40	9	..	..	80	..	..	..	61 8 9
4248	Hatton	P.	5	140	106	15	30	40	8	93	2	..	..	333	100	49	..	40	18	21	..	102	..	..	2	114 5 0

*New School—Grant to run as from August 1st, 1907. † Grant for 18 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	NAME OF SCHOOL BOARD DISTRICT (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools)	Total.	NUMBER OF TEACHERS. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	INCOME OF SCHOOL DERIVED FROM Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	ABERDEEN—*cont.*																									
	FORGUE. (260)																									
3141	Forgue	P.	4	180	101	17	31	36	3	87	2	1	..	331	111	56	..	40	21	22	..	81	..	..	..	100 1 6
3770	Largue	P.	4	140	109	14	33	28	16	91	2	1	..	307	130	58	..	40	22	..	..	58	..	..	..	122 10 0
3635	Forgue	E.	4	78	36	6	15	10	1	32	1	..	..	81	32	17	4	..	7	..	17	..	..	..	..	35 18 0
	FOVERAN. (430)																									
861	Culterculien	P.	2	210	124	18	43	34	15	110	2	..	1	345	166	88	..	..	29	6	..	61	..	..	..	122 17 9
820	Foveran	P.	2	204	81	10	27	23	11	71	2	..	..	298	97	45	..	..	17	28	..	111	..	..	..	94 6 9
3065	Newburgh Mathers	P.	2	247	186	41	57	48	18	164	3	1	1	490	186	92	..	30	34	..	..	147	..	..	..	203 14 0
	FRASERBURGH § 67. (2114)																									
5294 HG.	Academy, H.G.	P.	6	233	134	..	..	8	124	127	4	1	..	951	271	51	..	..	19	34	..	376	..	200	..	464 3 1
3806	Broadsea	P.	5	211	218	64	55	71	..	190	3	2	1	450	167	115	..	..	43	..	..	125	..	..	..	203 10 9
4440	Fraserburgh	P.	5	960	964	2	363	483	9	857	17	..	2	1835	963	506	..	..	190	..	..	168	..	..	7	992 11 9
6404	Fraserburgh, Infant	P.	5	540	485	317	107	..	..	424	9	1	..	814	419	250	..	..	94	..	..	51	..	..	2	413 5 9
3517	Fraserburgh, Female Industrial	C.S.	5	188	187	50	61	51	..	162	3	..	2	311	159	98	28	18	35	18	..	..	..	..	23	177 10 9
3148	St. Peter's	R.	5	304	317	52	83	99	22	256	3	3	2	556	395	154	39	..	58	26	34	..	..	..	..	318 11 9
	FYVIE. (542)																									
3146	Fyvie	P.	3	179	126	16	32	53	10	111	2	..	1	440	142	65	..	..	25	55	..	153	..	..	..	143 15 3
3657	Fyvie, Female	P.	3	123	61	6	15	14	17	52	2	..	1	185	87	35	..	40	13	..	..	10	..	..	..	81 0 3
3339	Meiklefolla	P.	3	204	188	15	43	53	7	113	3	..	..	363	147	71	..	..	27	22	..	97	..	..	..	140 3 3
1158	Steinmanhill	P.	3	162	48	8	12	14	6	40	2	..	..	188	49	24	..	40	9	..	..	66	..	..	..	51 14 6
3634	Woodhead	P.	3	162	135	13	40	51	13	117	1	2	..	350	151	70	..	30	26	..	..	78	..	..	..	149 0 9
4040	St. Katherine's, Female	C.S.	3	96	41	7	16	10	3	36	1	..	..	92	48	22	5	..	8	..	4	..	..	..	..	38 18 9
	GARTLY. (191)																									
2527	Braes of Gartly	P.	2	47	21	3	7	5	..	15	1	..	..	88	39	10	..	..	..	..	..	34	..	..	..	31 3 3
3060	Central	P.	2	136	80	10	30	27	7	74	2	..	..	254	88	38	..	..	..	24	..	104	..	..	..	90 16 3
	GLASS. (181)																									
1871	Beldorney	P.	2	100	42	4	13	18	..	35	1	..	1	113	56	22	..	..	8	..	..	25	1	..	..	53 10 0
500	*Glass*	P.	2	162	96	13	26	34	11	81	2	1	..	200	127	[illegible]	..	40	20	25	..	125	1	..	..	117 10 6

	GLENBUCKET (85)																										
4046	*Balloch*	P.	4	35	18	2	9	3	..	14	p	..	..	61	32	9	..	..	..	..	..	20	..	..	.	90	0	9
2798	Glenbucket	P.	4	109	61	5	25	18	8	51	1	1	..	226	76	34	..	..	..	19	..	96	..	..	..	70	5	0
	GLENGAIRN. (34)																										
1026	Glengairn	P.	3	80	23	2	3	14	..	19	1	..	..	70	36	11	..	..	4	..	..	18	1	..	..	36	17	3
	GLENMUICK & TULLICH. (418)																										
4001	Ballater	P.	3	418	303	67	90	97	18	272	5	1	2	739	317	158	..	..	59	21	..	170	..	15	..	323	8	3
2830	Birkhall, Female	P.	3	42	23	5	9	4	8	26	1	..	..	81	45	10	..	..	6	..	..	13	..	..	..	53	5	2
676	Inchmarnock	P.	3	40	29	6	8	14	..	28	1	..	..	74	37	12	..	..	5	..	..	21	..	..	..	45	12	6
2613	Kinnord, Female	P.	3	40	22	3	11	7	..	21	1	..	..	72	43	16	..	..	6	..	..	8	..	..	..	37	6	3
	HUNTLY § 67. (1,034)																										
4245	Gordon	P.	6	1304	769	152	244	273	30	699	15	3	2	1809	785	412	..	..	154	..	..	457	..	..	..	862	5	9
4245 HG	Gordon, H.G.	HGP	6	337	99	..	..	..	89	89	3	1	..	918	309	56	..	..	21	108	..	225	..	200	..	380	7	7
83	Kinnoir	P.	6	124	48	14	10	18	5	47	1	1	..	155	60	27	..	40	10	..	..	18	..	..	..	67	4	6
2864	Longhill	P.	6	65	49	7	15	20	..	42	1	1	..	141	62	26	..	40	10	..	..	3	..	..	..	61	3	6
3591	Huntly	R.C.	6	126	108	20	28	40	10	98	1	..	2	255	124	61	15	..	22	..	33	..	..	..	..	125	12	0
	INSCH § 67. (314)																										
3171	*Glenfoudland*	P.	2	87	72	6	23	31	..	60	1	..	..	128	82	40	..	..	15	..	..	..	..	..	..	73	16	9
4409	Insch	P.	6	411	245	41	75	70	29	215	4	..	5	597	288	131	..	..	50	..	..	84	34	40	20	290	17	0
4409 HG	*Insch, H.G.	HGP	6																									
4391	Largie	P.	2	128	69	7	21	28	..	56	1	1	..	143	64	35	..	40	13	..	..	..	..	..	..	72	2	6
	INVERURIE § 67. (732)																										
6455	Inverurie	P.	6	560	604	2	216	297	20	535	13	..	5	1193	627	323	..	..	121	..	..	118	..	..	3	690	12	7
6455 H.G.	Inverurie, H.G.	H.G. P.	6	110	60	..	..	1	45	46	1	..	..	522	186	34	..	..	13	34	..	202	..	50	3	175	7	8
2650	Market Place, Infant	P.	6	582	259	144	84	..	..	228	3	1	3	496	215	125	..	..	47	..	..	106	..	..	3	267	19	10
3198	St. Mary's	E.	5	95	71	18	30	15	...	63	1	..	..	167	80	47	12	..	18	..	13	..	6	..	4	64	13	9
	KEIG § 67 (172)																										
3204	Keig	P.	3	197	106	10	31	37	12	90	2	1	..	402	125	58	..	40	63	24	..	92	..	..	1	116	5	3
	KEITHHALL & KINKELL. (172)																										
579	Keithhall	P.	6	140	127	15	36	49	4	104	3	..	..	357	111	64	..	40	24	20	..	91	..	..	7	120	7	9
	KEMNAY § 67. (447)																										
3781	Kemnay	P.	6	463	404	71	138	134	..	343	6	..	7	927	360	203	..	..	79	..	..	180	..	..	105	401	9	3
3781 H.G.	Kemnay, H.G.	H.G. P.	6	100	72	..	..	..	58	58	1	1	..	361	159	35	..	..	11	30	..	66	..	60	..	219	2	3
	KENNETHMONT. (194)																										
515	Kennethmont	P.	3	168	125	19	41	33	12	105	2	..	2	342	153	69	..	..	26	30	..	64	..	..	..	137	13	9
903	Old Town	P.	3	63	54	7	18	23	..	43	1	1	..	156	64	27	..	..	10	..	..	55	..	..	..	62	11	9
	KILDRUMMY. (113)																										
439	Kildrummy	P.	4	137	89	9	24	20	12	74	2	1	..	319	100	44	..	..	17	26	..	133	..	..	..	98	6	9
	KINCARDINE O'NEIL. (401)																										
3810	Greenburn	P.	4	60	30	6	6	12	..	24	1	.	..	37	29	16	..	..	..	..	..	42	..	..	..	41	2	0
3452	Kincardine O'Neil	P.	4	146	114	21	39	34	9	103	2	1	..	330	123	62	..	40	..	..	..	106	..	..	..	126	1	0
3739	Tornaven	P.	4	100	68	11	21	21	1	54	1	1	..	224	82	36	..	40	..	9	..	57	..	..	..	69	18	3
2674	Torphins	P.	4	227	205	29	61	60	31	131	2	4	..	555	243	107	..	..	41	27	..	122	..	15	..	251	16	6

* New School—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.		Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grant from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-19.7. £	s.	d.
	ABERDEEN—*cont.*																												
	KINELLAR.	(105)																											
3225	Kinellar		P.	5	120	77	10	27	29	3	69	1	1	..	183	70	36	..	..	14	..	..	63	..	..	..	79	19	3
	KING EDWARD.	(164)																											
1147	Fishery		P.	3	60	39	9	12	8	4	33	2	..	..	171	40	20	..	50	8	..	..	53	..	..	..	40	10	0
3224	King Edward		P.	3	186	119	14	36	28	20	108	2	1	1	385	132	58	..	40	22	25	..	94	..	15	..	153	18	6
	KININMONTH § 67.	(203)																											
1076	Ballearn		P.	5	60	63	11	22	20	..	53	1	1	..	152	54	30	..	40	11	..	..	16	..	..	..	58	7	0
4329	Kininmonth		P.	5	200	146	25	37	52	14	128	2	1	..	342	130	64	..	40	24	22	.	61	..	..	1	159	0	6
	KINTORE § 67.	(608)																											
2637	Kintore		P.	6	339	301	46	87	91	28	252	5	1	3	770	321	148	..	..	37	46	..	104	..	25	..	†510	15	4
2637 HG	*Kintore, H.G.		H.G.	6																									
2173	Leylodge		P.	1	86	62	9	16	25	4	54	2	..	..	145	55	28	..	50	7	..	..	5	..	..	..	65	12	3
4561	Port Elphinstone		P.	1	254	190	37	52	59	11	159	2	1	2	372	192	93	..	..	24	..	..	58	..	..	..	191	5	3
	LEOCHEL-CUSHNIE	(251)																											
313	*Cairncoullie Combn.*		P.	3	60	60	11	19	18	2	50	1	1	..	171	70	31	..	40	11	..	..	18	..	..	..	66	14	0
520	Corse		P.	3	128	109	10	35	35	12	92	3	..	..	291	118	56	..	.	21	24	..	72	..	..	..	120	3	9
3610	*Craigievar Combn.*		P.	3	140	86	12	21	28	5	66	2	..	..	245	83	41	..		16	..	..	105	.	..	..	79	2	6
3888	Cushnie		P.	3	106	68	11	23	13	3	50	2	..	..	284	64	33	..	50	12	..	..	125	..	..	..	57	11	3
	LESLIE.	(106)																											
3364	Leslie		P.	1	108	102	15	29	35	4	83	2	..	..	322	100	54	..	40	13	..	..	115	..	..	..	96	4	9
	LOGIE-BUCHAN § 67.	(145)																											
4003	Artrochie		P.	4	100	75	12	28	23	7	70	2	..	1	326	76	38	..	40	14	..	..	157	..	..	..	85	14	3
1495	Tipperty		P.	4	92	91	20	27	31	5	83	1	1	1	245	97	40	..	..	17	..	..	85	..	..	..	93	16	9
	LOGIE-COLDSTONE.	(159)																											
3031	*Logie-Coldstone*		P.	3	155	98	8	28	43	12	91	1	2	..	344	124	63	..	..	20	31	..	106	..	10	..	119	3	9
2196	Migvie		P.	3	58	30	3	14	9	1	27	1	..	..	80	32	18	..	..	7	1	..	23	..	..	..	30	13	9

	LONGSIDE § 67. (583)																											
1410	Kinmundy	P.	2	173	124	22	40	38	12	112	2	1	..	286	137	69	..	40	25	..	..	14	..	..	..	189	8	6
3500	Longside	P.	2	297	168	27	50	63	7	147	4	..	..	470	181	96	..	30	85	45	..	84	..	..	..	170	7	3
626	Mintlaw	P.	2	213	140	23	49	43	12	127	3	..	..	364	161	79	..	..	80	..	..	84	..	..	..	164	8	9
625	Rora	P.	2	172	124	16	37	44	9	106	2	1	..	286	133	66	..	40	25	..	..	22	..	..	..	128	18	6
	LONMAY (357)																											
1431	Blackhills	P.	5	134	96	11	31	34	9	85	2	1	1	307	118	54	..	40	20	..	..	74	2	..	..	109	8	3
527	Lonmay	P.	5	211	181	16	28	43	28	115	3	1	2	535	198	81	..	30	30	32	..	135	4	20	4	170	19	0
411	St. Comb's	P.	5	197	121	28	36	44	3	111	3	..	..	376	127	67	..	..	25	..	..	155	2	..	..	123	13	0
	LUMPHANAN. (191)																											
3768	Lumphanan	P.	4	208	141	17	54	44	7	122	2	..	2	293	145	72	..	..	27	17	..	31	..	..	..	147	2	0
	MELDRUM § 67. (417)																											
3577	Commercial Road	P.	4	350	230	..	78	106	11	195	4	1	..	571	248	118	..	..	44	19	..	142	..	..	..	237	4	6
1893	Kirk Street, Infant	P	4	126	90	53	28	..	..	81	2	..	..	174	77	51	..	..	19	..	..	26	..	..	..	80	16	0
1600	Tulloch	P.	4	70	49	6	16	14	2	38	1	..	..	93	52	28	..	..	11	..	..	2	..	..	..	44	4	6
	METHLICK. (348)																											
4324	Cairnorrie	P.	2	141	116	16	39	33	17	105	2	1	2	333	142	58	..	40	23	..	..	61	..	10	..	143	10	6
125	Methlick	P.	6	282	220	25	68	64	31	191	4	..	4	526	261	115	..	..	48	32	..	48	..	30	3	262	14	0
125 HG	* Methlick H G.	HGP	6																									
	MIDMAR. (213)																											
3300	Midmar and Corsindae Memorial	P.	5	160	144	13	50	47	15	125	2	1	..	472	157	77	..	..	29	22	..	188	..	..	..	158	15	3
	MILLBREX. (287)																											
2607	Millbrex District, Female	P.	3	64	27	3	9	10	1	23	1	..	..	86	31	17	..	..	6	..	..	32	..	..	..	26	15	0
1398	Millbrex, Male	P.	3	110	33	2	11	11	3	27	1	..	..	129	44	21	..	..	8	..	..	56	..	..	..	34	3	9
2977	Millbrex District	C.S.	3	85	56	4	24	16	7	51	1	..	1	109	57	30	8	..	11	4	..	..	3	..	1	61	5	9
	MONQUHITTER § 67. (537)																											
4060	Garmond, Female	P.	6	66	31	10	14	3	..	27	1	..	..	78	33	20	..	..	7	..	..	18	..	..	..	27	12	3
1165	Greeness	P.	6	170	87	11	25	35	5	76	1	1	1	241	103	47	..	..	18	..	..	72	..	..	..	93	14	3
3937	Monquhitter	P.	6	327	259	35	68	89	31	223	4	..	1	575	311	145	..	..	54	26	..	38	..	..	..	289	18	2
	MONYMUSK. (282)																											
24	Monymusk	P.	1	163	130	21	36	45	11	113	3	..	..	351	150	78	..	..	18	47	..	60	..	..	3	138	10	9
4708	Sir Arthur Grant's	P.	1	75	54	1	12	18	8	41	1	..	..	166	47	25	..	40	6	..	..	47	..	..	..	50	1	6
4632	Tillyfourie	P.	1	99	53	8	19	16	3	46	2	..	..	161	62	30	..	40	8	..	..	21	..	..	..	54	2	6
	NEW BYTH § 67. (398)																											
4125	Crudie	P.	6	218	108	13	30	44	8	95	2	..	2	307	137	64	..	..	24	..	..	80	2	..	..	123	7	6
3410	New Byth	P.	6	242	154	18	49	43	19	129	3	1	..	396	182	86	..	30	32	27	..	35	4	..	..	167	8	9
1408	Upperbrae	P.	6	121	94	12	23	29	5	75	2	..	..	196	83	49	..	..	18	..	..	45	2	..	..	88	18	3
	NEW DEER § 67. (725)																											
2275	*Cairnbanno, Madras*	P.	5	164	103	18	29	33	11	91	2	1	1	293	128	59	..	40	22	..	..	44	..	..	..	116	11	3
3615	Knaven	P.	5	103	67	11	19	23	7	60	2	..	..	304	82	39	..	50	15	..	..	118	..	..	..	75	2	9
234	New Deer	P.	5	328	193	..	43	103	32	178	5	..	..	597	248	102	..	..	38	30	..	158	..	20	1	263	12	3
3425	New Deer, Infant	P.	5	182	103	48	48	..	..	91	2	..	1	210	37	57	..	..	21	..	..	34	..	..	..	94	7	3
1073	Oldwhat	P.	5	120	47	10	16	13	5	44	1	1	..	185	47	24	..	[illegible]	9	..	..	65	..	..	1	51	16	0
4196	Whitehill	P.	5	151	96	10	28	34	11	83	2	1	..	320	127	55	..	..	20	25	..	93	..	..	..	114	19	6
2897	Bonnykelly	..	5	124	41	4	10	18	1	33	1	1	..	133	48	18	7	40	10	..	19	..		..	8	38	4	6

* New School—Grant to run as from 1st August, 1907.

† Grant for 18 months.

List of Schools aided from Parliamentary Grant— *Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)					£	£	£	£	In Respect of Additional Staff or Gaelic Speaking Teachers. £	Paid on Average Attendance. £	£	£	£	£	£	£	£	s.	d.
	ABERDEEN—*cont.*																											
	NEWHILLS § 67. (1117)																											
2915	*Blackburn*	P.	6	166	100	13	37	32	6	88	1	2	..	266	107	50	..	..	29	..	..	89	..	..	..	104	9	6
2761	Bucksburn	P.	6	583	498	96	157	180	37	420	10	..	3	1135	521	252	..	..	95	30	..	202	6	30	..	521	11	3
443	Kepplehills	P.	6	112	52	9	18	15	5	47	1	1	..	144	49	26	..	40	10	..	..	20	..	..	..	58	11	0
3228	Kingswells	P.	6	140	98	13	37	37	3	90	1	2	..	263	99	52	..	..	19	..	..	91	2	..	..	102	18	3
2682	Stoneywood	P.	6	499	383	68	114	109	29	320	6	1	4	885	402	190	..	..	71	..	..	217	4	..	..	410	0	7
	NEW MACHAR. (287)																											
357	New Machar	P.	5	214	155	15	39	59	15	128	3	..	..	439	178	86	..	..	32	20	..	123	..	..	..	162	19	9
3828	Parkhill. Female	P.	5	108	78	11	25	29	4	69	1	1	..	148	71	38	..	40	14	..	..	..	..	..	..	81	4	3
3965	*Whiterashes*	P.	5	119	76	7	24	28	1	60	1	..	..	201	73	38	..	40	14	..	..	35	..	..	..	68	11	0
	NEW PITSLIGO § 67. (509)																											
1164	*Glasslaw*	P.	2	70	35	4	13	11	1	29	1	..	..	100	56	19	..	..	7	..	..	24	..	..	..	48	2	9
3331	New Pitsligo	P.	2	464	253	54	63	75	23	215	5	..	4	596	270	127	..	..	48	32	..	103	..	15	2	275	17	9
2234	St. John's	E.	2	314	197	34	66	52	9	161	3	1	4	392	197	96	24	..	..	11	42	..	11	..	..	192	6	0
	OLD DEER § 67. (657)																											
3083	Bulwark	P.	2	62	36	9	15	10	..	34	1	..	..	97	43	26	..	..	9	..	..	19	..	..	..	37	0	3
2905	*Clochcan*	P.	2	110	112	22	30	35	5	92	2	1	..	333	92	52	..	40	19	..	..	130	..	..	..	106	9	9
419	Fetterangus	P.	2	110	96	13	32	35	1	81	2	1	..	272	93	48	..	30	18	..	..	82	..	..	..	90	3	3
5871	*Maud*	P.	2	390	231	38	70	76	18	202	3	3	..	659	248	124	..	..	46	..	..	226	..	20	..	*348	17	0
5871 HG	† Maud, H.G.	HGP	6																									
3424	Old Deer	P.	2	167	146	15	31	54	20	121	3	1	..	522	154	63	..	30	25	64	..	175	7	..	4	162	0	6
2976	*Shannas Side*	P.	2	142	94	15	29	36	7	87	2	1	..	272	108	51	..	40	19	..	..	58	..	..	..	104	18	6
2473	Stuartfield, Girls'	P.	2	140	108	17	42	35	.	94	3	..	..	249	105	55	..	30	21	..	..	33	..	..	..	102	19	6
	OLD MACHAR. (287)																											
5648	Bridge of Don	P.	2	159	82	15	25	21	4	65	2	1	..	253	103	57	..	40	30	..	..	27	6	..	..	75	6	3
3823	Denmore	P.	2	101	66	11	25	18	7	61	2	..	..	229	84	43	..	50	16	..	..	31	6	..	..	76	5	6
1064	Whitestripes	P.	2	97	75	17	20	21	7	65	2	..	..	215	76	40	..	50	14	..	..	29	7	..	..	79	15	3
	OYNE. (166)																											
3675	Oyne	P.	2	164	112	11	29	41	13	96	2	1	1	417	187	60	..	..	..	27	..	183	.	10	..	123	6	6

	PETERCULTER. (890)																											
870	Countesswells	P.	1	84	59	7	18	25	2	52	1	1	..	210	59	81	..	40	8	2	..	70	..	..	..	60	6	9
468	Craigton	P.	6	456	372	62	180	108	33	333	7	1	1	903	391	193	..	..	45	32	..	237	..	..	..	648	4	4‡
468 HG	†Craigton, H.G.	HGP	6																									
145	Cults	P.	1	334	279	45	87	98	18	248	7	..	..	887	290	142	..	..	36	..	..	369	..	..	..	293	15	3
722	Eddleston	P.	1	89	60	6	19	29	..	54	1	..	..	209	71	82	..	..	8	1	..	96	..	..	..	70	5	3
	PETERHEAD (Burgh) § 67. (2557)																											
4260	Academy	P.	6	185	85	..	..	1	29	80	2	..	1	237	147	50	..	..	14	..	..	21	4	..	..	92	5	5
4260 HG	¶Academy, H.G.	HGP	6	366	275	..	..	12	236	248	9	2	..	1968	802	116	..	..	51	34	..	543	132	200	..	1075	16	7
3769	Buchanhaven	P.	5	156	105	48	55	1	..	104	1	2	..	254	108	64	..	30	24	..	..	16	11	..	..	104	14	3
3327	Central	P.	5	960	907	2	323	498	..	823	17	..	4	1922	948	483	..	..	181	..	..	252	62	..	..	959	18	0
2171	Infant	P.	5	440	431	256	110	..	..	366	6	2	2	784	330	221	..	..	83	..	..	97	3	..	..	376	19	6
557	North	P.	5	860	608	..	201	281	28	510	10	1	7	1302	548	259	..	..	97	..	..	351	43	..	3	659	8	6
4700	North, Infant	P.	5	240	222	140	46	..	..	186	4	..	2	422	218	124	..	..	46	..	..	27	8	..	..	192	13	6
2247	St. Peter's	E.	5	339	369	80	185	114	..	329	5	2	2	753	368	200	50	..	75	..	23	..	44	..	2	368	4	6
	PETERHEAD landward) § 67. (712)																											
2285	Blackhills	P.	5	180	116	18	88	37	18	106	2	1	..	284	132	63	..	..	24	1	..	64	..	..	..	139	1	0
194	Boddam	P.	5	480	256	55	83	78	11	222	5	..	..	562	255	136	..	..	51	3	..	117	..	..	..	251	18	3
2584	Burnhaven	P.	5	216	160	28	58	58	7	141	4	..	..	465	188	93	..	30	35	1	..	118	..	..	..	165	19	3
901	Tortorston	P.	5	144	114	31	35	34	6	106	2	1	..	251	116	57	..	40	21	1	..	15	..	..	..	120	18	0
	PITSLIGO § 67. (558)																											
2822	Pitsligo	P.	4	186	54	12	20	17	..	49	1	1	.	163	54	30	..	40	11	..	..	28	..	..	..	52	9	9
2548	Rosehearty	P.	4	422	341	79	110	88	28	305	6	..	4	774	371	184	..	..	69	33	..	97	..	20	..	370	7	0
960	Sandhaven	P.	5	218	172	81	49	55	14	149	3	..	2	388	188	99	..	..	37	..	..	64	..	..	..	189	17	9
	PREMNAY. (228)																											
4077	Premnay	P.	1	120	104	14	37	27	12	90	2	1	1	354	118	53	..	40	18	33	..	82	..	15	..	119	0	9
	RATHEN § 67. (567)																											
3780	Inverallochy	P.	4	382	290	65	83	80	15	243	6	1	2	714	309	151	..	..	57	..	..	197	..	..	..	385	9	6
4013	Memsie	P.	4	99	69	10	24	24	4	62	1	1	..	176	68	33	..	40	14	..	..	18	..	..	..	78	6	0
558	Rathen	P.	4	230	161	22	41	52	24	139	4	..	1	460	194	88	..	30	33	46	..	69	..	..	..	185	12	6
	RAYNE. (245)																											
688	North	P.	4	168	132	14	42	46	14	116	3	2	..	403	161	76	..	30	..	25	..	118	..	4	..	147	7	6
2878	Old Rayne, Female	P.	4	85	62	11	19	22	4	56	1	1	.	177	69	28	..	40	..	..	..	30	..	..	..	67	15	0
	RHYNIE § 67. (232)																											
4252	Duff's	P.	2	72	53	11	19	13	6	49	1	1	..	153	67	31	..	40	12	..	..	1	2	..	..	61	16	9
3265	Lesmore	P.	2	85	67	9	26	19	4	58	1	1	..	171	77	35	..	40	13	..	..	1	5	..	..	78	12	3
3315	*Rhynie*	P.	2	240	158	25	51	41	6	123	2	1	..	429	146	75	..	30	28	50	..	67	10	..	22	141	0	3
	ST. FERGUS. (285)																											
40	Central	P.	4	257	132	16	38	56	10	120	2	1	2	391	160	80	..	..	30	24	..	96	..	..	..	152	8	6
1347	Northern	P.	4	101	44	9	19	14	..	42	1	1	..	164	48	23	..	40	9	..	..	48	..	..	1	45	3	0
	SAVOCH. (392)																											
1874	Arnage	P.	5	121	72	6	24	24	9	63	2	1	..	312	87	44	..	40	16	..	..	125	..	..	..	82	4	0
409	Braeside	P.	5	111	84	13	31	24	5	73	2	..	..	270	84	41	..	..	16	..	..	119	..	..	..	86	0	6
2419	Savoch, Girls'	P.	5	104	44	8	17	12	3	40	1	1	..	158	51	23	..	40	10	..	..	29	..	..	..	47	6	9

* Grant for 17 months.

† New School. Grant to run as from 1st August, 1907.

‡ Grant for 18 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.									
														£	£	£	£	£	£	£	£	£	£	£	£	£	s	d.
	ABERDEEN—*cont.*																											
	BELHELVIE—*cont.*																											
528	Menie	P.	5	80	38	10	11	13	..	34	1	..	..	127	37	21	..	..	8	..	..	61	..	..	..	36	5	3
4289	Wester Hatton	P.	5	80	83	12	29	29	..	70	1	1	..	140	78	41	..	..	16	..	..	5	..	..	..	71	5	2
	BIRSE. (223)																											
2081	Ballogie, Female	P.	4	53	39	6	19	9	..	34	1	..	..	73	36	22	..	..	8	..	..	6	..	..	..	36	10	3
462	Birse	P.	4	71	34	6	10	14	..	30	1	..	..	139	37	21	..	..	8	..	..	74	..	..	..	40	16	0
418	Finzean	P.	4	130	83	10	25	33	7	75	2	..	..	258	94	47	..	..	18	41	..	54	..	..	..	93	8	9
641	Forest	P.	4	49	8	3	2	3	..	8	p	..	..	52	20	4	..	..	2	..	..	23	..	..	4	23	0	0
	BOURTIE. (71)																											
494	Bourtie	P.	2	67	27	1	12	6	8	22	1	..	..	99	45	14	..	..	6	..	..	33	..	..	..	38	8	6
	CAIRNEY. (291)																											
495	Alehousehillock	P.	6	68	50	7	14	28	..	44	2	..	..	143	64	30	..	40	8	..	..	1	..	..	..	59	8	9
4422	Cairney	P.	6	146	89	13	29	27	9	78	2	1	..	323	85	39	..	50	15	26	..	100	..	..	..	101	8	3
4072	Ruthven	P.	6	80	67	10	25	23	..	58	2	..	..	209	71	39	..	50	15	..	..	34	..	..	..	62	12	3
6485	Shenwell	P.	6	108	50	5	13	10	5	42	2	..	..	218	68	28	..	50	10	..	..	61	..	..	..	63	10	9
	CHAPEL OF GARIOCH. (351)																											
1080	Chapel of Garioch	P.	2	162	106	11	33	41	8	93	3	..	1	326	111	54	..	40	20	26	..	75	..	..	..	121	1	3
2449	Fetternear Madras	P	2	181	110	15	34	37	10	96	3	..	2	304	120	62	..	40	22	..	..	61	..	..	..	123	16	9
606	Logie Durno	P.	2	181	90	11	33	24	9	77	2	1	..	306	101	45	..	40	13	..	..	101	..	..	..	96	13	0
	CLATT. (87)																											
574	Clatt	P.	3	117	72	6	21	30	5	62	2	..	..	198	76	36	..	40	14	..	..	33	..	..	..	76	2	0
	CLUNY. (247)																											
3627	Cluny	P.	5	153	67	4	23	27	..	54	2	..	..	288	68	37	..	50	14	49	..	70	..	..	..	60	7	9
4066	Cluny	F.C.	5	115	78	17	19	27	3	66	1	1	..	222	86	40	10	40	15	..	27	..	4	..	..	78	13	9
1880	Corrennie, Lady Gordon Cathcart's, Female	..	5	64	46	6	18	15	..	39	1	1	..	140	39	24	6	..	9	..	..	..	..	..	..	42	11	3
	COULL. (94)																											
3798	Coull	P.	4	101	65	12	20	17	5	54	1	1	..	214	73	31	..	40	12	21	1	36	..	..	..	74	19	0

	CRATHIE & BRAEMAR.	(206)																										
394	Aberarder		P.	3	92	23	8	9	3	4	19	1	..	..	63	33	10	..	..	4	..	..	20	..	..	..	35	13 9
2361	Braemar		P.	3	145	67	13	14	23	7	57	2	..	..	249	74	34	..	50	13	..	..	78	..	..	..	71	11 8
4330	Crathie		P.	3	112	52	8	14	16	5	43	2	..	..	274	63	36	..	50	10	23	45	52	..	..	..	63	15 0
186	Inverey District		C.S.	3	40	10	3	2	4	..	9	1	..	..	65	25	5	1	..	2	..	33	..	1	..	..	24	13 6
242	St. Andrew's		R.C.	3	92	41	14	9	10	2	35	1	..	..	96	39	23	6	..	9	..	19	..	..	..	..	39	8 0
201	Inverey		R.C.	3	89	17	1	6	9	..	16	1	..	..	59	32	9	2	..	3	..	12	..	..	..	..	33	0 9
2900	Crathie Side		..	3	66	15	3	8	11	..	22	1	..	..	129	42	15	9	..	..	..	63	..	..	..	..	39	7 3
	CRIMOND.	(144)																										
1	Crimond		P.	5	208	164	18	53	49	24	144	2	2	..	471	214	89	..	..	35	26	..	102	3	..	2	195	12 9
	CRUDEN § 67.	(685)																										
450	Auchiries		P.	3	125	64	8	21	24	..	53	1	1	..	158	61	33	..	40	12	..	..	10	..	..	1	58	16 9
4034	*Bogbrae*		P	3	134	84	9	31	29	5	74	1	1	..	204	86	45	..	..	17	..	..	56	..	..	..	88	7 3
3971	Coldwells		P.	3	169	154	23	43	60	10	186	3	..	2	361	163	83	..	..	31	..	..	84	..	..	..	166	9 3
3421	Hatton		P	3	199	197	24	59	69	11	167	4	...	2	452	208	103	..	..	39	..	..	107	..	..	..	204	2 3
4643	Port Errol		P.	3	200	188	25	36	48	9	118	3	..	..	414	142	76	..	20	29	40	..	107	..	..	..	140	14 0
3846	Errol		E.	3	127	85	11	30	25	1	67	2	1	..	240	80	42	11	40	16	35	19	..	17	..	..	73	0 6
	CULSALMOND.	(157)																										
2903	Culsalmond		P.	2	160	82	13	24	32	1	70	2	..	..	267	82	43	..	..	16	20	..	108	..	..	..	8	0 0
2843	Tillymorgan		E.	3	63	58	12	21	16	..	49	1	..	1	112	55	29	7	..	11	..	20	..	..	..	..	52	7 6
	DAVIOT § 67.	(122)																										
2733	Daviot		P.	3	150	120	17	32	45	6	100	2	1	..	353	127	63	..	40	24	25	..	75	..	..	..	118	11 3
	DRUMBLADE.	(204)																										
3190	Drumblade		P.	6	200	126	21	42	35	17	115	2	1	..	384	138	69	..	40	..	26	..	111	..	..	..	151	1 9
	DRUMOAK.	(171)																										
146	Drumoak Central		P.	4	155	112	13	37	41	9	100	1	2	1	364	143	66	..	40	25	24	..	66	..	..	..	127	8 9
590	Glashmore		P.	4	44	42	9	17	11	2	39	1	1	..	134	41	22	..	40	8	..	..	23	..	..	..	44	8 9
	DYCE.	(347)																										
3738	Dyce Overtown		P.	1	103	59	12	22	15	..	49	1	1	..	152	61	32	..	40	8	..	..	12	..	..	..	53	9 0
1587	Dyce Village		P.	6	326	205	34	63	56	26	179	3	1	4	537	235	105	..	..	27	30	..	136	..	..	4	†365	14 4
1587 H.G	*Dyce Village, H.G.		HGP	6																								
	ECHT.	(256)																										
3055	Cullerley		P.	5	70	43	7	20	13	..	49	1	..	..	94	45	25	..	..	9	..	..	15	..	..	..	43	4 9
4264	Kirkton		P.	5	215	129	22	35	50	8	115	2	2	..	396	129	64	..	40	24	45	..	92	..	..	1	136	16 0
2648	Waterton		P.	5	102	55	9	23	18	3	53	1	1	..	114	51	28	..	..	10	..	..	24	..	..	2	61	14 0
	ELLON § 67.	(782)																										
303	Bersfold		P.	4	147	113	17	37	38	9	101	2	1	..	293	117	61	..	40	23	..	..	52	..	..	..	122	14 0
1870	Drumwhindle		P.	4	100	93	12	25	31	16	84	2	1	2	332	117	52	..	40	19	..	..	94	..	10	..	120	19 3
2706	Ellon		P.	6	589	360	71	113	124	8	316	5	1	5	860	366	191	..	..	72	..	..	228	2	..	1	389	16 10
2706 H.G	Ellon, H.G.		HGP	6	50	46	..	..	1	41	42	2	..	..	341	204	31	..	..	12	34	..	10	..	50	..	173	10 7
100	Esslemont		P.	4	134	100	19	34	33	6	92	2	1	..	311	110	55	..	40	21	..	..	85	..	..	..	107	16 9
	FINTRAY.	(159)																										
4318	Disblair		P.	5	86	54	18	14	17	..	49	1	1	..	154	52	23	..	40	9	..	..	30	..	..	..	61	8 9
4248	Hatton		P.	5	140	106	15	30	40	8	93	2	..	..	333	100	49	..	40	18	21	..	102	..	..	2	114	5 0

*New School—Grant to run as from August 1st, 1907. † Grant for 18 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools)	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																									
	Forgue. (260)																									
3141	Forgue	P.	4	180	101	17	31	36	3	87	2	1	..	331	111	56	..	40	21	22	..	81	..	..	..	100 1 6
3770	Largue	P.	4	140	109	14	33	28	16	91	2	1	..	307	130	58	..	40	22	..	..	58	..	..	..	122 10 0
3635	Forgue	E.	4	78	36	6	15	10	1	32	1	..	..	81	32	17	4	..	7	..	17	..	..	..	..	35 18 0
	Foveran. (430)																									
861	Cultercullen	P.	2	210	124	18	43	34	15	110	2	..	1	345	166	83	..	..	29	6	..	61	..	..	..	122 17 9
820	Foveran	P.	2	204	81	10	27	23	11	71	2	..	..	298	97	45	..	..	17	28	..	111	..	..	..	94 6 9
3065	Newburgh Mathers	P.	2	247	186	41	57	48	18	164	3	1	1	490	186	92	..	30	34	..	..	147	..	..	..	203 14 0
	Fraserburgh § 67. (2114)																									
3294 HG.	Academy, H.G.	P.	6	233	134	..	..	3	124	127	4	1	..	951	271	51	..	..	19	34	..	376	..	200	..	464 3 1
3806	Broadsea	P.	5	211	218	64	55	71	..	190	3	2	1	450	167	115	..	..	48	..	..	125	..	..	..	203 10 9
4440	Fraserburgh	P.	5	960	964	2	363	483	9	857	17	..	2	1835	963	566	..	..	190	..	..	168	..	..	7	992 11 9
6404	Fraserburgh, Infant	P.	5	540	485	317	107	..	..	424	9	1	..	814	419	250	..	..	94	..	..	51	..	..	2	413 5 9
3517	Fraserburgh, Female Industrial	C.S.	5	188	187	50	61	51	..	162	2	..	2	311	159	98	23	18	35	18	..	..	..	..	28	177 10 9
3143	St. Peter's	E.	5	304	317	52	83	99	22	256	3	3	2	556	305	151	39	..	58	26	34	..	..	..	..	318 11 9
	Fyvie. (542)																									
3146	Fyvie	P.	3	179	126	16	32	53	10	111	2	..	1	440	142	65	..	..	25	55	..	153	..	..	..	143 15 3
3657	Fyvie, Female	P.	3	123	61	6	15	14	17	52	2	..	1	185	87	35	..	40	13	..	..	10	..	..	..	81 0 3
3339	Meiklefolla	P.	3	204	188	15	48	53	7	113	3	..	..	368	147	71	..	..	27	22	..	97	..	..	..	140 3 3
1158	Steinmanhill	P.	3	162	48	8	12	14	6	40	2	..	..	188	49	24	..	40	9	..	..	66	..	..	..	51 14 6
3634	Woodhead	P.	3	162	135	13	40	51	13	117	1	2	..	350	151	70	..	30	26	..	..	78	..	..	..	149 0 9
4040	St. Katherine's, Female	C.S.	3	96	41	7	16	10	3	36	1	..	..	92	48	22	5	..	8	..	4	..	..	..	..	38 18 9
	Gartly. (191)																									
2527	Braes of Gartly	P.	2	47	21	3	7	5	..	15	1	..	..	88	39	10	..	..	..	..	..	34	..	..	..	31 3 3
3080	Central	P.	2	185	89	10	30	27	7	74	2	..	..	254	88	38	..	..	..	24	..	104	..	..	..	90 16 3
	Glass. (181)																									
1871	Beldorney	P.	2	100	42	4	13	18	..	35	1	..	1	113	56	22	..	..	8	..	..	25	1	..	..	53 10 0
509	*Glass*	P.	2	162	96	13	26	34	11	84	2	1	..	390	127	52	..	40	20	25	..	125	1	..	..	117 10 6

	GLENBUCKET (85)																											
4046	*Balloch*	P.	4	85	18	2	9	3	..	14	p	..	..	61	32	9	..	..	..	..	..	20	..	..	.	30	0	9
2798	Glenbucket	P.	4	109	61	5	25	18	3	51	1	1	..	226	76	34	..	..	..	19	..	96	..	..	..	70	5	0
	GLENGAIRN. (34)																											
1026	Glengairn	P.	3	80	23	2	3	14	..	19	1	..	..	70	36	11	..	..	4	..	..	18	1	..	..	36	17	3
	GLENMUICK & TULLICH. (418)																											
4001	Ballater	P.	3	418	308	67	90	97	18	272	5	1	2	739	317	158	..	..	59	21	..	170	..	15	..	328	8	3
2830	Birkhall, Female	P.	3	42	23	5	9	4	8	26	1	..	..	81	45	16	..	..	6	..	..	18	..	..	..	58	5	2
676	Inchmarnock	P.	3	40	29	6	8	14	..	28	1	..	..	74	37	12	..	..	5	..	..	21	..	..	..	45	12	6
2613	Kinnord, Female	P.	3	40	22	3	11	7	..	21	1	..	..	72	43	16	..	..	6	..	..	8	..	..	..	37	6	3
	HUNTLY § 67. (1,031)																											
4245	Gordon	P.	6	1304	769	152	244	273	30	699	15	3	2	1809	785	412	..	..	154	..	..	457	..	..	..	362	5	9
4245 HG	Gordon, H.G.	HGP	6	337	99	..	..	..	89	89	3	1	..	918	309	56	..	..	21	108	..	225	..	200	..	380	7	7
83	Kinnoir	P.	6	124	48	14	10	18	5	47	1	1	..	155	60	27	..	40	10	..	..	18	..	..	..	67	4	6
2864	Longhill	P.	6	65	49	7	15	20	..	42	1	1	..	141	62	26	..	40	10	..	..	3	..	..	..	61	3	6
3591	Huntly	R.C.	6	126	108	20	28	40	10	98	1	..	2	255	124	61	15	..	22	..	33	..	..	..	..	126	12	0
	INSCH § 67. (314)																											
3171	*Glenfoudland*	P.	2	87	72	6	23	31	..	60	1	..	..	128	82	40	..	..	15	..	..	..	..	..	..	78	16	9
4409	Insch	P.	6	411	245	41	75	70	29	215	4	..	5	597	288	131	..	..	50	..	..	84	34	40	20	290	17	0
4409 HG	*Insch, H.G.	HGP	6																									
4391	Largie	P.	2	128	69	7	21	28	..	56	1	1	..	143	64	35	..	40	13	..	..	..	..	..	..	72	2	6
	INVERURIE § 67. (732)																											
6455	Inverurie	P.	6	560	604	2	216	297	20	535	13	..	5	1193	627	323	..	..	121	..	..	118	..	..	3	690	12	7
6455 H.G.	Inverurie, H.G.	H.G. P.	6	110	60	..	..	1	45	46	1	..	..	522	186	34	..	..	13	34	..	202	..	50	3	175	7	8
2650	Market Place, Infant	P.	6	582	259	144	84	..	..	228	3	1	3	496	215	125	..	..	47	..	..	106	..	..	3	267	19	10
3198	St. Mary's	E.	5	95	71	18	30	15	...	63	1	..	..	167	80	47	12	..	18	..	13	..	6	..	4	64	13	9
	KEIG § 67 (1[illegible]2)																											
3204	Keig	P.	3	197	106	10	31	37	12	90	2	1	..	402	125	58	..	40	63	24	..	92	..	..	1	116	5	3
	KEITHHALL & KINKELL. (172)																											
579	Keithhall	P.	6	140	127	15	36	49	4	104	3	..	..	357	111	64	..	40	24	20	..	91	..	..	7	120	7	9
	KEMNAY § 67. (447)																											
3781	Kemnay	P.	6	463	404	71	138	134	..	343	6	..	7	927	360	203	..	..	79	..	..	180	..	..	105	401	9	3
3781 H.G.	Kemnay, H.G.	H.G. P.	6	100	72	..	..	..	58	58	1	1	..	361	159	35	..	..	11	30	..	66	..	60	..	219	2	3
	KENNETHMONT. (194)																											
515	Kennethmont	P.	3	168	125	19	41	33	12	105	2	..	2	342	153	69	..	..	26	30	..	64	..	..	..	137	13	9
903	Old Town	P.	3	63	54	7	13	23	..	43	1	1	..	156	64	27	..	..	10	..	..	55	..	..	..	62	11	9
	KILDRUMMY. (113)																											
439	Kildrummy	P.	4	137	89	9	24	29	12	74	2	1	..	319	100	44	..	..	17	26	..	133	..	..	..	98	6	9
	KINCARDINE O'NEIL. (401)																											
3810	Greenburn	P.	4	60	80	6	6	12	..	24	1	.	..	37	29	16	..	..	..	..	..	42	..	..	..	41	2	0
3452	Kincardine O'Neil	P.	4	146	114	21	39	34	9	103	2	1	..	330	123	62	..	40	..	..	..	106	..	..	..	126	1	0
3739	Tornaven	P.	4	100	68	11	21	21	1	54	1	1	..	224	82	36	..	40	..	9	..	57	..	..	..	69	18	3
2674	Torphins	P.	4	227	205	29	61	60	31	181	2	4	..	555	243	107	..	..	41	27	..	122	..	15	..	251	18	6

* New School—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-19.7.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division.).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																									
	KINELLAR. (105)																									
3325	Kinellar	P.	5	120	77	10	27	29	3	69	1	1	..	183	70	36	..	..	14	..	..	63	..	..	..	79 19 3
	KING EDWARD. (164)																									
1147	Fishery	P.	3	60	39	9	12	8	4	33	2	..	..	171	40	20	..	50	8	..	..	53	..	..	..	40 10 0
3224	King Edward	P.	3	186	119	14	36	28	20	108	2	1	1	385	132	58	..	40	22	25	..	94	..	15	..	158 18 6
	KININMONTH § 67. (208)																									
1076	Ballearn	P.	5	60	63	11	22	20	..	53	1	1	..	152	54	30	..	40	11	..	..	16	..	..	..	58 7 0
4329	Kininmonth	P.	5	200	146	25	37	52	14	128	2	1	..	342	180	64	..	40	24	22	..	61	..	..	1	159 0 6
	KINTORE § 67. (608)																									
2637	Kintore	P.	6	339	301	46	57	91	28	252	5	1	3	770	321	148	..	..	37	46	..	104	..	25	..	†510 15 4
2637 HG	*Kintore, H.G.	H.G.	6																							
2173	Leylodge	P.	1	86	62	9	16	25	4	54	2	..	..	145	55	28	..	50	7	..	..	5	..	..	..	65 12 3
4561	Port Elphinstone	P.	1	254	190	37	52	59	11	159	2	1	2	372	192	93	..	..	24	..	..	58	..	..	..	191 5 3
	LEOCHEL-CUSHNIE (251)																									
313	*Cairncoullie Combn.*	P.	3	60	60	11	19	18	2	50	1	1	..	171	70	31	..	40	11	..	..	18	..	..	..	66 14 0
520	Corse	P.	3	128	109	10	35	35	12	92	3	..	..	291	118	56	..	..	21	24	..	72	..	..	..	120 3 9
3610	*Craigievar Combn.*	P	3	140	86	12	21	28	5	66	2	..	..	245	83	41	..	..	16	..	..	105	..	..	..	79 2 6
3888	Cushnie	P.	3	106	68	11	23	18	3	50	2	..	..	284	64	33	..	50	12	..	..	125	..	..	..	57 11 3
	LESLIE. (106)																									
3364	Leslie	P.	1	108	102	15	29	35	4	83	2	..	..	322	100	54	..	40	13	..	..	115	..	..	..	96 4 9
	LOGIE-BUCHAN § 67. (145)																									
4003	Artrochie	P.	4	100	75	12	28	23	7	70	2	..	1	326	76	38	..	40	14	..	..	157	..	..	..	85 14 3
1495	Tipperty	P.	4	92	91	20	27	31	5	83	1	1	1	245	97	46	..	..	17	..	..	85	..	..	..	98 16 9
	LOGIE-COLDSTONE. (159)																									
3081	*Logie-Coldstone*	P.	3	155	98	8	28	48	12	91	1	2	..	344	124	53	..	..	20	31	..	106	..	10	..	119 8 9
2196	Migvie	P.	3	58	30	3	14	9	1	27	1	..	..	80	32	18	..	..	7	1	..	23	..	..	..	30 18 9

	LONGSIDE § 67. (583)																											
1410	Kinmundy	P.	2	173	124	22	40	38	12	112	2	1	..	286	137	69	..	40	25	..	..	14	..	..	..	189	8	6
3506	Longside	P.	2	297	162	27	50	63	7	147	4	..	..	470	181	95	..	30	35	45	..	84	..	..	..	170	7	3
626	Mintlaw	P.	2	213	140	23	49	43	12	137	3	..	..	364	161	79	..	..	30	..	..	84	..	..	..	154	8	9
525	Rora	P.	2	172	124	16	37	44	9	106	2	1	..	286	133	66	..	40	25	..	..	22	..	..	..	128	18	6
	LONMAY (357)																											
1481	Blackhills	P.	5	134	96	11	31	34	9	85	2	1	1	307	118	54	..	40	20	..	..	74	2	..	..	109	8	3
527	Lonmay	P.	5	211	131	16	28	43	28	115	3	1	2	535	198	81	..	30	30	32	..	135	4	20	4	170	19	0
411	St. Comb's	P.	5	197	121	28	36	44	3	111	3	..	..	376	127	67	..	..	25	..	..	155	2	..	..	123	13	0
	LUMPHANAN. (191)																											
3768	Lumphanan	P.	4	208	141	17	54	44	7	122	2	..	2	293	145	72	..	..	27	17	..	31	..	..	..	147	2	0
	MELDRUM § 67. (417)																											
3577	Commercial Road	P.	4	350	230	..	78	106	11	195	4	1	..	571	248	118	..	..	44	19	..	142	..	..	..	237	4	3
1893	Kirk Street, Infant	P	4	126	90	53	28	..	..	81	2	..	..	174	77	51	..	..	19	..	..	26	..	..	..	80	16	0
1600	Tulloch	P.	4	70	49	6	16	14	2	38	1	..	..	93	52	28	..	..	11	..	..	2	..	..	..	44	4	6
	METHLICK. (348)																											
4324	Cairnorrie	P.	2	141	116	16	39	33	17	105	2	1	2	338	142	58	..	40	28	..	..	61	..	10	..	143	10	0
125	Methlick	P.	6	282	220	25	68	64	31	191	4	..	4	526	261	115	..	..	48	32	..	48	..	30	3	262	14	0
125 HG	* Methlick H G.	HGP	6																									
	MIDMAR. (213)																											
3300	♣ Midmar and Corsindae Memorial	P.	5	160	144	13	50	47	15	125	2	1	..	472	157	77	..	..	29	22	..	188	..	..	..	158	15	3
	MILLBREX. (237)																											
2607	Millbrex District, Female	P.	3	64	27	3	9	10	1	23	1	..	..	86	31	17	..	..	6	..	..	32	..	..	..	26	15	0
1398	Millbrex, Male	P.	3	110	33	2	11	11	3	27	1	..	..	129	44	21	..	..	8	..	..	56	..	..	..	34	3	9
2977	Millbrex District	C.S.	3	85	56	4	24	16	7	51	1	..	1	109	57	30	8	..	11	4	..	..	3	..	1	61	5	9
	MONQUHITTER § 67. (537)																											
4060	Garmond, Female	P.	6	66	31	10	14	3	..	27	1	..	..	78	33	20	..	..	7	..	..	18	..	..	..	27	12	3
1165	Greeness	P.	6	170	87	11	25	35	5	76	1	1	1	241	103	47	..	..	18	..	..	72	..	..	..	93	14	3
3937	Monquhitter	P.	6	327	259	35	68	89	31	223	4	..	1	575	311	145	..	..	54	26	..	38	..	..	..	289	18	2
	MONYMUSK. (232)																											
24	Monymusk	P.	1	163	130	21	36	45	11	113	3	..	..	351	150	78	..	..	18	47	..	60	..	..	3	138	10	9
4708	Sir Arthur Grant's	P.	1	75	54	1	12	18	3	44	1	..	..	166	47	25	..	40	6	..	..	47	..	..	..	50	1	6
4632	Tillyfourie	P.	1	99	53	8	19	16	3	46	2	..	..	161	62	30	..	40	8	..	..	21	..	..	..	54	2	6
	NEW BYTH § 67. (398)																											
4125	Crudie	P.	6	218	108	13	30	44	8	95	2	..	2	307	137	64	..	..	24	..	..	80	2	..	..	123	7	6
3410	New Byth	P.	6	242	154	18	49	43	19	129	3	1	..	396	182	86	..	30	32	27	..	35	4	..	..	167	8	9
1408	Upperbrae	P.	6	121	94	12	29	29	5	75	2	..	..	196	83	49	..	..	18	..	..	45	2	..	..	88	18	3
	NEW DEER § 67. (725)																											
2275	*Cairnbanno, **Madras***	P.	5	164	103	18	29	33	11	91	2	1	1	293	128	59	..	40	22	..	..	44	..	..	..	116	11	3
3615	Knaven	P.	5	103	67	11	19	23	7	60	2	..	..	304	82	39	..	50	15	..	..	118	..	..	..	75	2	9
234	New Deer	P.	5	328	193	..	43	103	32	178	5	..	..	597	248	102	..	..	33	30	..	158	..	20	1	263	12	3
3425	New Deer, Infant	P.	5	182	103	48	48	..	..	91	2	..	1	210	97	57	..	..	21	..	..	34	..	..	..	94	7	3
1073	Oldwhat	P.	5	120	47	10	16	13	5	44	1	1	..	185	47	24	..	†40	9	..	..	65	..	..	1	51	16	0
4196	Whitehill	P.	5	151	96	10	28	34	11	83	2	1	..	320	127	55	..	..	20	25	..	93	..	..	..	114	19	6
2897	Bonnykelly	..	5	124	41	4	10	18	1	33	1	1	..	133	48	18	7	40	10	..	19	..		..	8	38	4	6

* New School—Grant to run as from 1st August, 1907.

† Grant for 18 months.

List of Schools aided from Parliamentary Grant— *Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid at end of School Year 1906-19.7.		
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	ABERDEEN—*cont.*																											
	Newhills § 67. (1117)																											
2915	*Blackburn* - - - -	P.	6	166	109	18	87	32	6	88	1	2	..	266	107	50	..	..	29	..	..	89	..	..	..	104	9	6
2761	Bucksburn - - - -	P.	6	583	498	96	157	180	37	420	10	..	3	1135	521	252	..	..	95	30	..	202	6	30	..	521	11	3
443	Kepplehills - - - -	P.	6	112	52	9	18	15	5	47	1	1	..	144	49	26	..	40	10	..	..	20	..	..	..	58	11	0
3228	Kingswells - - - -	P.	6	140	98	13	37	87	3	90	1	2	..	263	99	52	..	..	19	..	..	91	2	..	..	102	18	3
2682	Stoneywood - - -	P.	6	499	383	68	114	109	29	320	6	1	4	885	402	190	..	..	71	..	..	217	4	..	..	410	0	7
	New Machar. (287)																											
357	New Machar - - -	P.	5	214	155	15	39	59	15	128	3	..	..	439	178	86	..	..	32	20	..	123	..	..	..	162	19	9
3828	Parkhill. Female	P.	5	108	78	11	25	29	4	69	1	1	..	148	71	38	..	40	14	..	..	..	..	..	..	81	4	3
3955	*Whiterashes* - - -	P.	5	119	76	7	24	28	1	60	1	..	..	201	73	38	..	40	14	..	..	35	..	..	..	68	11	0
	New Pitsligo § 67. (509)																											
1164	*Glasslaw* - - - -	P.	2	70	35	4	13	11	1	29	1	..	..	100	56	19	..	..	7	..	..	24	..	..	..	48	2	9
3331	New Pitsligo - - -	P.	2	464	253	54	63	75	23	215	5	..	4	596	270	127	..	..	48	32	..	108	..	15	2	275	17	9
2234	St. John's - - - -	E.	2	314	197	34	66	52	9	161	3	1	4	332	197	96	24	..	..	11	42	..	11	..	..	192	6	0
	Old Deer § 67. (657)																											
3083	Bulwark - - - -	P.	2	62	36	9	15	10	..	34	1	..	..	97	43	26	..	..	9	..	..	19	..	..	..	87	0	3
2906	*Clochcan* - - - -	P.	2	110	112	22	30	35	5	92	2	1	..	333	92	52	..	40	19	..	..	130	..	..	..	106	9	9
419	Fetterangus - - - -	P.	2	110	96	13	32	35	1	81	2	1	..	272	93	48	..	30	18	..	..	82	..	..	..	90	3	3
5871	*Maud* - - - - -	P.	2	390	231	38	70	76	18	202	3	3	..	650	243	124	..	..	46	..	..	226	..	20	..	*348	17	0
5871 HG	† Maud, H.G. - - - -	HGP	6																									
3424	Old Deer - - - -	P.	2	167	146	15	32	54	20	121	3	1	..	522	154	63	..	30	25	64	..	175	7	..	4	162	0	6
3076	*Shannas Side* - - -	P.	2	142	94	15	29	36	7	87	2	1	..	272	103	51	..	40	19	..	..	58	..	..	..	104	18	6
2478	Stuartfield, Girls' - -	P.	2	140	108	17	42	35	.	94	3	..	..	249	105	55	..	30	21	..	..	38	..	..	..	102	19	6
	Old Machar. (287)																											
5643	Bridge of Don -	P.	2	159	82	15	25	21	4	65	2	1	..	253	103	57	..	40	20	..	..	27	6	..	..	75	6	3
3623	Denmore - - - -	P.	2	101	66	11	25	18	7	61	2	..	..	229	84	43	..	50	16	..	..	31	6	..	..	76	5	6
1064	Whitestripes - - -	P.	2	97	75	17	20	21	7	65	2	..	..	215	76	40	..	50	14	..	..	29	7	..	..	79	15	3
	Oyne. (166)																											
3675	Oyne - - - - -	P.	2	164	112	11	29	44	13	96	2	1	1	417	137	60	..	..	..	27	..	183	.	10	..	128	6	6

	PETERCULTER. (890)																										
370	Countesswells	P.	1	84	59	7	18	25	2	52	1	1	..	210	59	31	..	40	8	2	..	70	..	..	..	60	6	9
468	Craigton	P.	6	456	372	62	130	108	33	333	7	1	1	900	391	193	..	..	45	32	..	237	..	..	..	648	4	4‡
468 HG	†Craigton, H.G.	HGP	6																								
145	Cults	P.	1	334	279	45	87	93	18	243	7	..	..	337	290	142	..	..	36	..	..	369	..	..	..	292	15	3
722	Eddleston	P.	1	89	60	6	19	29	..	54	1	..	..	209	71	32	..	..	8	1	..	96	..	..	..	70	5	3
	PETERHEAD (Burgh) § 67. (2557)																										
4260	Academy	P.	6	185	85	..	..	1	29	80	2	..	1	237	147	50	..	..	14	..	..	21	4	..	..	92	5	5
4260 HG	¶Academy, H.G.	HGP	6	366	275	..	..	12	236	248	9	2	..	1968	892	116	..	..	51	34	..	548	132	200	..	1075	16	7
3769	Buchanhaven	P.	5	156	106	48	55	1	..	104	1	2	..	254	108	64	..	30	24	..	..	16	11	..	..	104	14	3
3327	Central	P.	5	960	907	2	323	498	..	828	17	..	4	1922	948	483	..	..	181	..	..	252	62	..	..	959	18	0
2171	Infant	P.	5	440	431	256	110	..	..	366	6	2	2	784	330	221	..	..	83	..	..	97	3	..	..	376	19	6
557	North	P.	5	360	608	..	201	281	28	510	10	1	7	1302	548	259	..	..	97	..	..	351	48	..	3	659	8	6
4700	North, Infant	P.	5	240	222	140	46	..	..	186	4	..	2	422	218	124	..	..	46	..	..	27	8	..	..	192	18	6
2247	St. Peter's	E.	5	339	369	80	185	114	..	329	5	2	2	753	368	200	50	..	75	..	23	..	44	..	2	368	4	6
	PETERHEAD landward) § 67. (712)																										
2285	Blackhills	P.	5	180	116	18	88	37	13	106	2	1	..	284	132	63	..	..	24	1	..	64	..	..	..	139	1	0
194	Boddam	P.	5	480	256	55	83	73	11	222	5	..	..	562	255	136	..	..	51	3	..	117	..	..	..	252	18	3
2584	Burnhaven	P.	5	216	160	28	53	53	7	141	4	..	..	465	188	93	..	30	35	1	..	118	..	..	..	165	19	3
901	Tortorston	P.	5	144	114	31	35	34	6	106	2	1	..	251	116	57	..	40	21	1	..	15	..	..	..	120	18	0
	PITSLIGO § 67. (558)																										
2822	Pitsligo	P.	4	186	54	12	20	17	..	49	1	1	.	163	54	30	..	40	11	..	..	28	..	..	..	52	9	9
2543	Rosehearty	P.	4	422	341	79	110	88	28	305	6	..	4	774	371	184	..	..	69	33	..	97	..	20	..	370	7	0
960	Sandhaven	P.	5	218	172	31	49	55	14	149	3	..	2	388	188	99	..	..	37	..	..	64	..	..	..	189	17	9
	PREMNAY. (223)																										
4077	Premnay	P.	1	120	104	14	37	27	12	90	2	1	1	354	118	53	..	40	13	33	..	82	..	15	..	119	0	9
	RATHEN § 67. (567)																										
3780	Inverallochy	P.	4	382	290	65	83	80	15	243	6	1	2	714	309	151	..	..	57	..	..	197	..	..	..	285	9	6
4013	Memsie	P.	4	99	69	10	24	24	4	62	1	1	..	176	68	30	..	40	14	..	..	18	..	..	..	73	6	0
558	Rathen	P.	4	230	161	22	41	52	24	139	4	..	1	460	194	88	..	30	33	46	..	69	..	..	..	185	12	6
	RAYNE. (245)																										
688	North	P.	4	168	132	14	42	46	14	116	3	2	..	403	161	76	..	30	..	25	..	118	..	4	..	147	7	6
2878	Old Rayne, Female	P.	4	85	62	11	19	22	4	56	1	1	.	177	69	28	..	40	..	..	..	30	..	..	..	67	15	0
	RHYNIE § 67. (232)																										
4252	Duff's	P.	2	72	53	11	19	13	6	49	1	1	..	153	67	31	..	40	12	..	..	1	2	..	..	61	16	9
3265	Lesmore	P.	2	85	67	9	26	19	4	58	1	1	..	171	77	35	..	40	13	..	..	1	5	..	..	78	12	3
3315	*Rhynie*	P.	2	240	158	25	51	41	6	123	2	1	..	429	146	75	..	30	28	50	..	67	10	..	22	141	9	3
	ST. FERGUS. (285)																										
40	Central	P.	4	237	132	16	38	56	10	120	2	1	2	391	160	80	..	..	30	24	..	96	..	..	..	152	8	6
1347	Northern	P.	4	101	44	9	19	14	..	42	1	1	..	164	43	23	..	40	9	..	..	48	..	..	1	45	3	0
	SAVOCH. (392)																										
1874	Arnage	P.	5	121	72	6	24	24	9	63	2	1	..	312	87	44	..	40	16	..	..	125	..	..	..	82	4	0
409	Braeside	P.	5	111	84	13	31	24	5	73	2	..	..	270	84	41	..	..	16	..	..	109	..	..	..	86	0	6
2419	Savoch, Girls'	P.	5	104	44	8	17	12	3	40	1	1	..	158	51	23	..	40	10	..	..	29	..	..	..	47	6	9

* Grant for 17 months. † New School. Grant to run as from 1st August, 1907. ‡ Grant for 18 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Jun or Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
	ABERDEEN—*cont.*																											
	SKENE. (309)																											
2984	Central	P.	5	160	81	9	26	27	11	73	3	..	..	356	98	43	..	40	16	28	..	131	..	..	..	96	9	9
1155	Carlogie	P.	5	100	67	8	27	18	7	60	1	1	..	222	68	32	..	40	12	..	..	69	..	..	..	76	8	6
6412	Lyne	P.	5	83	96	13	39	25	10	87	2	..	..	182	105	52	..	..	20	..	..	..	..	..	6	103	17	0
4337	Westhill	P.	5	131	90	20	31	26	1	78	1	1	..	172	79	40	..	40	15	..	..	..	..	..	..	85	19	6
	SLAINS (210)																											
1435	Collieston	P.	5	74	66	16	19	15	5	55	1	..	1	156	50	29	..	..	11	..	..	67	..	..	..	67	12	9
3811	Slains	P.	5	100	60	8	17	17	9	51	1	1	..	233	57	26	..	40	10	22	..	77	..	..	1	68	8	3
	STRATHDON. (211)																											
500	Corgarff	P.	4	58	26	..	6	10	5	21	1	..	..	141	50	16	..	..	6	..	..	70	..	..	..	46	18	0
3948	Knocklea	P.	4	48	28	2	10	10	1	23	1	..	..	91	49	17	..	..	6	..	..	19	..	..	..	41	18	6
3644	Strathdon	P.	4	100	77	4	21	33	10	68	2	..	..	267	97	41	..	..	15	46	..	68	..	..	..	100	7	3
4042	Tillyduke	P.	4	74	23	3	5	9	1	18	1	..	..	105	35	11	..	..	4	..	..	55	..	..	..	36	5	3
	STRICHEN. (431)																											
3376	Strichen	P.	12	478	316	43	102	98	42	285	7	1	2	873	380	163	..	..	42	34	..	101	..	60	3	384	4	6
3612	Techmuiry 2nd	P.	12	115	39	5	15	13	..	33	1	..	..	148	40	21	..	..	5	..	..	31	..	..	..	36	1	3
3507	All Saints'	E.	12	160	70	17	16	23	6	62	1	..	2	118	74	41	9	40	9	..	17	..	..	..	..	75	6	0
	TARLAND. (132)																											
3800	Tarland	P.	3	175	164	25	59	49	8	141	2	1	..	332	168	86	..	..	32	22	..	25	..	..	..	104	14	9
	TARVES. (469)																											
5654	Auchedly	P.	3	80	65	11	21	22	4	58	1	..	..	156	74	39	..	..	15	..	..	28	..	..	..	68	12	0
620	Barthol Chapel	P.	3	124	89	11	30	31	..	72	2	..	..	271	88	47	..	..	18	20	..	98	..	..	..	78	19	3
4821	Craigdam, Female	P.	3	102	84	3	30	35	4	72	2	..	..	185	96	50	..	..	19	..	..	19	..	..	..	86	10	3
575	Tarves, Combined	P.	3	238	183	23	60	54	22	159	3	1	..	424	191	91	..	30	34	25	..	53	..	..	..	207	15	0
	TOUGH. (139)																											
4086	Tough	P.	3	150	146	19	53	45	9	126	2	1	..	323	146	70	..	..	26	22	..	58	..	..	1	150	0	3
	TOWIE. (187)																											
4096	Ardlair	P.	4	57	30	6	10	9	..	25	1	..	..	84	44	17	..	..	6	2	..	15	..	..	..	41	16	9
3905	Towie	P.	4	149	93	10	26	34	17	87	3	..	..	403	116	49	..	40	18	30	..	149	1	..	..	123	11	0

	TULLYNESSLE & FORBES. (183)																											
3395	Tullynessle and Forbes	P.	3	180	140	16	50	46	6	118	3	..	..	465	135	67	..	..	25	26	..	212	..	..	..	138	3	6
	TURRIFF § 67. (839)																											
4199	Ardmiddle	P.	6	102	84	13	32	25	4	74	2	..	..	215	88	46	..	..	17	..	..	61	..	..	..	85	15	9
1725	Birkenhills	P.	6	123	81	11	30	31	..	72	2	..	..	236	85	45	..	..	18	..	..	88	..	..	..	78	19	3
2519	Fintry	P.	6	147	94	15	28	29	8	80	2	1	..	284	99	47	.	40	18	..	..	81	..	..	..	99	2	3
3396	Turriff	P.	6	643	590	110	181	219	..	510	10	1	1	1072	564	302	..	..	114	..	..	91	..	..	..	558	12	9
3396 H G	Turriff, H.G.	HGP	6	118	112	..	..	..	101	101	3	1	..	673	345	60	..	..	21	34	..	139	..	75	..	343	8	4
	TYRIE. (154)																											
3973	Tyrie	P.	2	156	77	11	27	28	3	69	2	..	..	303	65	35	..	50	13	..	..	110	..	..	..	79	13	6
2541	Boyndlie	E.	2	155	96	11	34	33	3	51	1	1	..	202	96	45	12	..	..	9	26	..	..	..	..	94	16	6
	UDNY. (340)																											
3773	Pitmedden	P.	3	161	125	19	40	44	8	111	2	1	1	327	142	69	..	..	26	..	..	90	..	..	..	136	6	6
2829	Udny Green	P.	3	145	117	17	39	38	7	101	2	1	..	355	107	54	..	40	20	22	..	112	..	..	..	120	16	0
	YTHAN WELLS. (228)																											
3140	Corse	P.	4	120	50	5	19	17	3	44	1	1	..	153	56	28	..	40	11	..	..	18	..	..	..	52	12	3
2504	Ythan Wells	P.	4	180	105	6	39	30	12	87	2	1	..	331	112	54	..	40	20	23	..	81	..	..	..	112	19	0
	TOTAL			78166	62755	10478	19745	20522	4797	55542	1204	167	332	174632	72098	33364	680	4288	10253	2618	1167	43510	4052	1519	1215	73131	5	11
	ARGYLL																											
	ACHARACLE. (202)																											
2911	Acharacle	P.	7	90	55	3	17	27	..	47	1	..	..	205	84	20	..	..	10	34	..	56	..	..	..	87	15	9
1623	Eilanshona	P.	7	35	7	..	2	5	..	7	p	..	..	84	23	4	..	..	1	..	..	55	..	..	..	20	2	0
2085	Glenborrodale	P.	7	56	10	3	2	3	..	8	p	..	..	72	24	4	..	..	1	..	..	43	..	..	..	24	12	0
1814	Kinlochmoidart	P.	7	24	17	3	5	6	..	16	p	..	..	56	33	8	..	..	3	..	..	13	..	..	.	..		
4623	Refollan	P.	7	45	13	..	5	5	2	12	1	..	..	66	87	8	..	..	3	..	..	18	..	..	..	33	13	9
2058	Mingarry	R.C.	7	60	36	1	11	14	4	30	1	..	..	117	60	21	5	..	8	..	30	..	1	..	..	54	17	3
	ARDCHATTAN AND MUCKAIRN. (350)																											
707	*Achaleven*	P.	5	107	47	11	12	17	4	41	2	..	..	255	74	28	..	50	10	..	..	94	..	..	..	73	10	9
755	Ardchattan	P.	5	83	81	16	21	23	3	63	2	..	..	226	107	44	..	..	17	..	..	58	..	..	..	106	19	9
1196	Glenetive	P.	5	25	19	3	3	9	..	15	1	..	..	111	82	8	..	..	3	..	..	63	..	..	..	31	19	0
4907	Letterwood	P.	5	54	31	4	11	14	..	29	1	..	..	87	47	14	..	..	5	..	..	19	..	..	..	47	9	6
3260	Lochnell	P.	5	85	48	8	13	18	..	39	2	..	..	222	73	23	..	..	9	..	..	118	..	..	..	73	10	3
2270	*Taynuilt*	P.	5	110	87	9	24	31	..	64	2	..	1	256	81	87	..	..	14	..	..	124	..	..	..	80	16	1
	ARDGOUR. (82)																											
2466	Ardgour	P.	6	60	25	3	11	7	..	2	1	..	..	88	47	15	..	..	6	..	..	21	..	..	..	46	13	3
3332	Duisky	P.	6	40	34	1	11	16	..	28	1	..	..	114	54	17	..	..	7	..	..	33	3	..	..	52	6	6
1856	Kingairloch	P.	6	36	7	1	2	3	..	6	1	..	..	83	25	5	..	..	2	..	..	51	..	..	..	25	9	6
836	Trislaig	P.	6	38	40	4	11	19	..	34	1	..	..	81	53	17	..	..	7	..	..	2	2	..	..	51	14	0
	ARDNAMURCHAN § 67. (116)																											
4028	Achosnick	P.	7	67	27	..	7	12	..	19	1	..	..	136	40	13	..	10	5	..	..	68	..	..	..	37	6	5
768	Kilchoan	P.	7	60	37	4	12	15	..	31	2	..	..	123	45	16	..	..	6	..	..	50	..	..	..	55	10	3
1186	Kilmory	P.	7	51	19	2	7	9	1	19	1	..	..	104	33	10	..	..	4	..	..	58	..	..	..	41	2	3

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during the year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from.											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division.)	Above 10.		Total.	Certificated.	Assistant Teachers(Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools)									In respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																									
	CAMPBELTOWN (Burgh) § 67. (1856)																									
3068	Dalintober	P.	4	822	562	112	199	197	..	508	10	3	6	1484	691	311	..	..	117	..	..	365	..	..	..	684 18 4
2415	¶Grammar	P.	6	655	413	63	109	171	33	376	9	..	2	1168	658	223	..	..	84	..	..	19	184	..	..	656 12 8
2415 H.G.	¶Grammar, H.G.	HGP	6	259	151	..	..	..	139	139	6	2	..	1580	776	91	..	..	34	35	..	272	79	284	10	712 2 10
1592	Millknowe	P.	4	884	588	102	206	224	..	532	11	2	8	1728	740	326	..	..	122	..	..	540	..	..	..	722 17 3
1962	St. Kieran's	R.C.	4	345	137	30	39	52	..	121	2	1	..	377	161	74	19	..	28	..	74	..	3	..	30	154 17 6
	CAMPBELTOWN (Landward). (420)																									
3527	Auchencorvie	P.	4	90	45	8	17	18	1	44	1	1	..	230	65	20	..	40	8	..	..	90	..	7	..	76 3 3
3093	Drumlemble	P.	4	178	154	26	51	57	7	141	3	..	..	396	213	89	..	..	34	..	..	52	..	9	..	196 14 5
1199	Kilmichael	P.	4	72	43	6	12	15	3	36	1	1	..	231	68	23	..	..	9	..	..	124	..	7	..	67 9 3
6477	Machrehanish	P.	4	74	17	6	10	..	..	16	p	..	..	68	18	9	..	..	3	..	..	38	..	..	..	19 7 0
3483	Peninver	P.	4	38	25	4	9	11	..	24	1	..	..	165	42	12	..	..	5	..	..	99	..	8	..	46 17 11
	COLL. (77)																									
2083	Acha	P.	7	39	19	2	7	5	..	14	1	..	..	98	38	10	..	..	8	..	..	42	..	..	..	82 4 9
4052	Arinagour	P.	7	72	44	6	13	14	3	36	1	..	..	176	70	23	..	..	17	..	..	67	..	..	..	67 17 8
4908	Cornaig	P.	7	38	17	1	7	8	..	16	1	..	..	186	36	10	..	..	7	..	..	83	..	..	..	36 2 6
	COLONSAY AND ORONSAY. (62)																									
2084	Kilchattan	P.	7	52	34	1	9	14	..	24	1	..	..	109	42	15	..	..	6	..	..	46	..	..	..	*48 3 0*
	CRAIGNISH. (54)																									
3044	Craignish	P.	5	85	42	5	9	16	4	34	1	1	..	155	58	20	..	..	7	..	..	68	..	6	..	52 7 11
	CUMLODDEN § 67. (106)																									
1879	Furnace	P.	5	142	78	8	24	27	7	66	2	..	..	231	99	43	..	..	16	..	..	..	..	6	33	95 0 9
	DUNOON & KILMUN. (1724)																									
2959	Ardentinny	P.	3	60	40	5	12	18	4	39	1	..	..	176	69	22	..	..	8	..	..	77	..	..	..	71 3 0
3236	Dunoon Grammar	P.	6	759	606	89	188	246	20	543	10	3	2	1685	858	338	..	..	180	..	..	230	78	..	..	889 3 10
3236 H.G.	Dunoon Grammar, H.G.	HGP	6	131	121	..	..	..	110	110	3	1	..	1083	486	70	..	..	23	..	..	159	58	287	..	499 17 7
4388	Glenlean	P.	3	54	20	3	5	9	..	17	1	..	..	101	41	12	..	..	5	..	..	42	1	..	..	37 3 3

4285	Innellan	P.	3	146	94	12	33	41	..	86	3	..	..	373	118	50	..	40	22	..	..	119	5	..	.	112	8	8
2896	Kirn	P.	3	210	161	27	55	63	..	145	3	1	..	489	212	96	..	30	36	..	..	110	5	.	..	190	5	9
95	Rashfield	P.	3	88	60	6	24	26	..	56	1	1	..	176	97	39	..	..	15	..	..	21	4	..	..	85	13	0
2587	Sandbank	P.	3	208	151	28	56	48	8	135	3	1	..	449	202	91	..	20	34	..	..	84	12	..	..	188	2	0
3220	Strone	P.	3	160	90	10	33	28	12	83	2	1	..	358	189	50	..	40	19	..	..	104	5	..	1	185	14	0
3695	Toward	P.	3	54	33	7	10	10	2	29	2	..	..	185	46	18	..	..	6	..	..	113	2	..	..	49	11	6
1258	St. Mun's	R.C.	3		82	15	25	31	..	71	1	1	..	204	97	44	27	..	..	..	47	..	5	..	..	91	7	9
	GIGHA & CARA § 67. (82)																											
272	Gigha	P.	4	94	75	20	20	30	2	72	1	1	..	224	96	40	..	40	15	..	..	16	2	10	5	104	2	6
	GLASSARY §67 (228)																											
5872	Cairnbaan	P.	5	51	25	8	10	4	..	22	1	..	..	70	87	13	..	..	5	..	..	16	..	..	..	87	2	0
1365	Ford	P.	5	60	20	3	5	9	..	17	1	..	..	118	47	13	..	..	5	..	..	54	..	..	..	87	8	3
510	Glassary	P.	5	106	64	9	15	31	4	59	1	1	..	218	103	35	..	40	13	..	..	9	..	18	..	104	7	4
523	Lochgair	P.	5	60	38	9	11	14	..	34	1	..	..	138	63	23	..	..	9	..	..	38	..	..	..	58	7	0
4251	Minard	P.	5	82	61	9	20	22	4	55	2	..	..	250	81	32	..	50	12	..	..	80	..	..	..	81	9	6
	GLENARAY AND INVERARAY (Burgh) § 67. (181)																											
715	Bridge of Douglas	P.	5	72	25	2	6	9	7	24	1	1	..	185	55	15	..	40	6	..	..	69	..	..	..	55	0	6
3653	Inveraray Grammar	P.	5	152	121	17	32	38	16	103	4	..	1	665	183	69	..	40	26	14	..	332	..	..	..	188	13	4
	GLENORCHY & INISHAIL. (194)																											
1340	Bridge of Orchy	P.	5	30	15	1	4	6	1	12	1	..	..	71	30	7	..	..	3	..	..	31	..	..	..	*29*	*19*	*3*
741	Cladich	P.	5	36	16	2	4	5	2	13	1	..	..	71	31	7	..	..	3	..	..	30	..	..	..	*30*	*15*	*3*
740	Dalmally	P.	5	121	59	5	20	18	6	49	2	1	..	312	129	37	..	50	14	..	..	83	..	..	..	*128*	*13*	*3*
	INVERCHAOLAIN. (41)																											
4309	Inverchaolain	P.	4	49	21	2	5	9	3	19	1	..	..	210	50	16	..	50	6	..	..	88	..	..	..	49	11	3
3629	South Hall	P.	4	41	16	4	3	6	..	13	1	..	..	78	28	6	..	..	2	..	..	42	..	..	..	31	11	0
	JURA. (113)																											
1575	Ardlussa	P.	6	30	32	6	6	12	3	27	1	..	..	110	47	15	..	10	6	..	..	32	..	..	..	53	8	0
1466	Knockrome	P.	6	56	22	2	6	10	..	18	1	..	..	181	42	13	..	50	5	..	..	71	..	..	..	38	18	6
775	Small Isles	P.	6	56	36	5	9	10	7	31	2	..	..	271	109	30	..	40	15	..	..	69	..	8	..	96	19	0
	KILARROW AND KILMENY § 67. (568)																											
3469	Bowmore	P.	6	224	207	34	57	90	..	181	4	1	..	477	268	107	..	10	40	..	..	51	..	..	..	277	0	0
3469 H.G.	Bowmore, H.G.	HGP	6	61	40	..	..	..	33	33	1	..	..	349	115	16	..	..	6	..	..	186	..	26	..	155	17	8
735	Bunahabhain	P.	6	58	21	5	6	7	..	18	1	..	..	76	39	11	..	..	4	..	..	21	..	..	..	37	17	3
445	Keils	P.	6	98	56	9	20	15	3	47	1	..	1	112	68	27	..	..	10	.	..	7	..	..	..	70	7	6
798	Kilmeny	P.	6	98	84	11	21	33	7	72	2	..	..	222	112	44	..	10	16	34	..	6	..	..	..	118	8	9
3306	Mulindry	P.	6	61	42	6	12	21	..	39	1	..	..	89	65	23	..	..	9	..	..	..	..	..	..	66	0	9
4488	Newton of Kilmeny	P.	6	144	101	6	36	39	5	86	1	1	..	229	140	55	..	40	21	..	..	..	..	..	..	126	4	0
	KILBRANDON AND KILCHATTAN § 67. (276)																											
1958	Ardincaple	P.	6	49	33	10	14	5	..	29	p	..	..	92	48	17	..	..	7	..	..	20	..	..	..	45	15	9
4081	Easdaie	P.	6	240	119	16	35	32	21	104	3	..	2	567	202	62	..	50	23	..	..	226	4	..	..	201	15	5
1054	Luing	P.	6	100	76	2	19	48	3	67	1	1	1	230	92	37	..	50	14	..	..	35	2	..	..	84	19	9
5285	North Luing	P.	6	51	33	14	12	3	..	29	p	..	..	64	45	23	..	..	9	..	..	..	..	..	..	80	6	7
	KILCALLMONELL. (92)																											
3211	Clachan	P.	4	119	*49*	*8*	*17*	*18*	5	*43*	1	1	..	*208*	*84*	*26*	..	..	*43*	..	..	*52*	..	..	..	*82*	*11*	*9*
716	Whitehouse	P.	4	57	*48*	*6*	*14*	*21*	..	*41*	1	..	..	*130*	*64*	*23*	..	..	*6*	..	..	*38*	..	..	..	*68*	*11*	*9*

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
								Above 10.										General Aid Grant.										
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grant from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	ARGYLL—*cont.*																											
	KILCHOMAN § 67. (504)																											
3779	Gortan	P.	6	98	48	6	14	19	..	39	1	1	..	183	61	23	..	50	9	..	..	40	..	..	..	61	16	3
2436	Kilchoman	P.	6	107	90	5	25	40	8	78	1	1	..	190	122	44	..	10	16	..	..	..	..	..	..	127	17	6
1444	Kilnave	P.	6	87	17	3	7	5	..	15	1	..	..	92	36	10	..	..	4	..	..	43	..	..	..	34	6	8
2627	Port Charlotte	P.	6	207	148	25	40	53	18	136	3	1	3	418	237	83	..	..	31	..	..	40	..	22	..	236	3	0
2489	Portnahaven	P.	6	180	113	19	38	44	6	107	2	1	3	307	157	67	..	..	25	30	..	29	..	..	..	155	6	1
2771	Rockside	P.	6	52	27	2	4	16	..	22	1	..	..	80	39	12	..	..	5	..	..	24	..	..	..	44	10	0
	KILCHRENAN & DELAVICH. (101)																											
226	Ardchonnel	P.	5	37	13	1	3	8	..	12	1	..	..	97	28	6	..	..	2	3	..	58	..	..	..	31	2	6
2359	Delavich	P.	5	40	8	1	1	3	..	5	1	..	..	59	23	4	..	..	1	1	..	30	..	..	..	20	9	0
223	*Kilchrenan*	P.	5	59	50	3	15	19	7	44	1	..	1	211	79	27	..	..	10	7	..	89	..	..	..	84	14	3
5656	Sonachan	P.	5	23	11	3	4	2	..	9	p	..	..	62	27	5	..	..	2	2	..	25	..	..	..	25	14	0
	KILDALTON. (351)																											
2676	Ardbeg	P.	6	92	46	6	14	18	..	38	1	..	..	190	52	24	..	40	9	..	..	65	..	..	..	49	8	6
2869	Glenegidale	P.	6	66	21	5	7	7	..	19	1	..	..	80	32	8	..	..	3	..	..	37	..	..	..	39	2	9
1211	Kintour	P.	6	40	11	3	4	3	..	10	1	..	..	75	28	6	..	..	2	..	..	39	..	..	..	27	11	3
480	Oa	P.	6	72	8	1	4	3	..	8	1	..	..	109	24	4	..	..	2	30	..	49	..	..	..	25	7	3
3604	Port Ellen	P.	6	308	216	30	52	68	24	174	4	1	8	615	317	109	..	..	41	..	..	137	..	11	..	295	10	8
	KILFINAN. (336)																											
4237	Ardlamont	P.	4	36	27	4	12	8	..	24	1	..	..	81	58	19	..	..	7	..	..	..	..	..	..	45	16	0
2775	Kilfinan	P.	4	80	20	4	6	8	..	18	1	..	..	88	50	14	..	..	5	..	..	19	..	..	..	38	8	0
4341	Millhouse	P.	4	136	78	13	19	33	6	71	2	1	..	250	104	42	..	40	16	..	..	49	..	..	..	100	15	9
94	Otter Ferry	P.	4	37	17	6	3	7	1	17	1	..	..	69	33	8	..	..	3	..	..	26	..	..	..	37	12	9
2293	Tighnabruaich	P.	4	156	167	27	55	50	15	147	4	..	2	474	260	92	..	..	34	..	..	67	..	21	..	242	18	0
	KILFINICHEN & KILVICKEON § 67 (297)																											
5655	Ardchevaig	P.	6	27	21	2	6	9	..	17	1	..	..	78	33	7	..	..	..	..	..	31	..	..	3	37	6	9
230	Bunessan	P.	6	106	84	7	23	38	5	78	1	1	..	229	107	47	..	..	17	..	..	57	..	..	..	102	14	6
3647	Creich	P.	6	124	75	5	21	31	1	58	2	..	..	189	70	30	..	50	11	..	..	27	..	..	..	84	18	9
6115	Erraid	P.	6	26	8	4	1	2	1	8	1	..	..	67	31	7	..	..	3	..	..	1	..	..	25	24	18	3

2727	Iona	P.	6	81	66	5	16	34	6	61	2	..	..	180	90	34	..	45	13	32	..	..	..	..	..	98	5	0
1488	Penyghael	P.	6	60	29	3	8	12	..	23	1	..	..	170	56	19	..	..	..	..	..	87	..	..	7	18	6	0
	KILLEAN & KILCHENZIE. (180)																											
2845	Ballochintee	P.	4	60	18	4	6	7	..	17	1	..	..	82	35	8	..	..	3	..	..	35	..	..	..	36	18	5
2863	Glenbarr	P.	4	76	22	4	5	7	2	18	1	..	..	124	50	13	..	..	5	..	..	56	..	..	..	40	9	9
4363	Kilchenzie	P.	4	69	24	2	6	10	..	18	1	..	..	141	44	18	..	..	5	..	..	79	..	..	..	38	1	6
3214	Killean	P.	4	72	18	6	5	4	2	17	1	..	..	96	38	9	..	..	3	..	..	46	..	..	..	38	17	3
2245	Rhunahavrine	P.	4	78	42	6	11	16	3	36	1	1	..	187	64	23	..	40	9	..	..	61	..	..	..	66	12	0
	KILMARTIN. (125)																											
75	Kilmartin	P.	5	147	97	15	27	87	12	91	2	..	1	422	171	57	..	..	21	4	..	166	..	..	8	100	5	3
	KILMODAN. (45)																											
4097	Kilmodan	P.	4	62	10	1	8	3	..	7	1	1	..	143	28	6	..	10	2	..	..	97	..	..	..	23	7	9
3213	Stronafian	P.	4	60	23	1	5	11	..	17	1	..	..	91	30	11	..	..	4	..	..	36	..	..	..	36	17	9
	KILMORE AND KILBRIDE. (147)																											
774	Kerrera	P.	5	48	11	..	3	4	3	10	1	..	..	94	27	5	.	..	2	..	..	59	..	..	..	31	19	3
2420	Kilmore	P.	5	65	25	3	7	8	4	22	1	..	..	140	50	15	..	..	6	..	..	70	..	..	..	45	6	1
4697	Strontoiller	P.	5	45	7	1	1	4	..	6	1	..	..	78	26	4	..	..	2	..	..	47	..	..	..	23	2	9
	KILNINIAN AND KILMORE. (373)																											
420	Dervaig	P.	6	70	40	3	10	16	2	31	1	..	..	145	65	20	..	10	8	..	..	42	..	..	..	64	11	6
2747	Fanmore	P.	6	47	21	..	7	10	..	17	2	..	..	112	56	17	..	..	4	..	..	35	..	..	..	55	4	3
4006	Morinish	P.	6	63	22	..	7	8	2	17	1	..	..	144	43	17	..	..	4	..	..	80	..	..	..	43	1	6
6119	Sorne	P.	6	27	13	2	3	8	..	18	p	..	..	73	33	8	..	..	3	..	..	18	..	..	..	33	9	3
700	Tobermory	P.	6	295	211	31	62	69	21	188	4	..	2	702	307	113	..	..	43	94	..	133	..	12	..	307	4	2
2524	Ulva	P.	6	37	26	2	8	11	..	21	1	..	..	117	42	13	..	..	5	25	..	31	..	..	..	42	9	9
	KILNINVER & KILMELFORD. (44)																											
780	Kilmelford	P.	5	45	28	5	11	10	..	26	1	..	..	186	57	21	..	..	8	..	10	40	..	..	..	55	14	3
779	Kilninver	P.	5	67	12	3	5	4	..	12	2	..	..	106	34	10	..	20	4	..	..	38	..	..	..	32	19	9
	LISMORE AND APPIN. (597)																											
2481	Baligarve	P.	6	88	36	4	10	11	8	28	2	..	..	198	64	25	..	50	..	..	..	60	..	..	..	54	12	11
493	Baligrundle	P.	6	65	41	5	14	18	..	37	1	..	..	142	65	33	..	..	..	..	..	44	..	..	..	61	16	0
2877	Ballachulish	P.	6	150	128	21	32	42	14	109	3	..	2	474	183	93	..	50	..	..	..	148	..	..	..	239	0	0
422	Duror	P.	6	60	30	2	11	12	..	25	1	..	..	94	43	16	..	..	6	20	..	6	..	..	..	48	3	6
6408	Glencreran	P.	6	37	30	5	5	9	..	19	p	..	..	89	41	18	..	..	..	..	..	31	..	..	..	30	10	3
54	Lettermore	P.	6	46	31	6	7	12	1	26	1	..	..	97	55	25	..	..	..	..	..	16	..	..	..	48	11	3
2957	Port Appin	P.	6	71	12	1	3	7	..	11	1	..	..	85	32	10	..	..	..	..	..	43	..	..	..	29	12	9
4290	Strath of Appin	P.	6	130	59	6	14	23	7	50	3	..	..	318	101	42	..	60	..	..	..	115	..	..	..	93	10	9
1963	Carnock, Glencoe, St. Mary's	E.	6	81	47	10	13	18	..	41	1	1	..	159	52	24	6	40	9	..	19	..	..	.	..	52	11	0
4579	South Ballachulish, St. John's	E.	6	170	84	21	23	25	..	69	1	1	..	262	104	44	11	30	17	..	71	..	1	..	1	86	9	9
	LOCHGILPHEAD § 67. (616)																											
1168	Aird	P.	5	50	22	4	6	11	..	21	1	..	..	85	44	13	..	..	5	..	..	18	..	..	5	42	6	3
2089	Ardrishaig	P.	5	278	128	41	72	80	25	218	4	..	7	713	364	128	..	..	48	17	..	134	..	..	32	356	8	0
2308	Lochgilphead	P	5	396	261	33	73	79	36	226	5	..	6	784	389	140	..	..	53	17	..	136	..	15	35	388	18	9
	LOCHGOILHEAD AND KILMORICH. (115)																											
2930	Kilmorich	P.	4	73	27	4	7	11	1	23	1	..	..	137	50	16	..	..	6	..	..	64	1	..	..	46	1	9
2503	Lochgoilhead	P.	4	72	38	7	14	12	2	35	1	..	..	301	78	29	..	..	11	..	..	177	5	..	..	83	6	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Jun or Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																									
	MORVERN. (145)																									
1764	Bunavullin	P.	7	55	28	4	7	8	6	25	1	..	..	128	67	15	..	10	6	..	..	40	..	..	..	54 12 3
1765	Claggan	P.	7	68	24	4	9	8	2	23	1	..	..	144	58	19	..	..	7	..	..	59	..	..	..	74 1 9
3272	Lochaline	P.	7	60	37	4	10	13	4	31	2	..	..	173	58	18	..	60	7	..	..	31	..	..	..	60 17 9
	NORTH KNAPDALE § 67. (183)																									
1177	Ashfield	P.	5	89	20	2	5	7	2	16	1	..	..	90	41	11	..	..	4	..	..	30	..	..	..	39 1 9
2385	Bellanoch	P.	5	78	32	5	9	10	4	28	2	..	..	214	75	18	..	60	7	..	..	54	..	..	..	60 11 9
253	Tayvallich	P.	5	100	41	7	10	12	3	32	1	1	..	258	69	23	..	50	9	..	..	107	..	..	..	63 1 2
	OBAN (Burgh). (1065)																									
2688	High	P.	6	1529	691	120	229	241	34	624	17	1	1	2879	1028	380	..	..	143	..	..	823	6	..	..	1007 19 4
2688 H.G.	High, H.G.	H.G. P.	6	480	141	..	..	5	126	131	4	2	..	1263	592	80	..	..	29	60	..	244	..	278	..	624 16 3
4295	St. John's	E.	5	106	84	14	28	27	..	69	1	2	..	254	96	44	11	40	17	6	44	..	..	..	..	88 18 3
206	Oban	R.C.	5	110	84	16	33	22	3	74	1	1	..	207	99	46	29	..	..	..	28	..	2	..	2	98 18 9
	SADDELL AND SKIPNESS. (224)																									
2922	Carradale	P.	4	158	99	15	22	35	10	82	2	1	..	308	124	52	..	40	19	..	..	74	..	..	..	118 2 3
560	Saddell	P.	4	54	18	2	5	5	5	17	1	..	..	117	39	9	..	..	3	..	..	66	..	..	..	43 0 8
4021	Skipness	P.	4	54	29	1	11	8	5	25	1	..	..	114	57	16	..	..	6	..	..	85	..	..	..	54 4 9
498	Sperasaig	P.	4	30	8	1	1	5	..	7	p	..	..	104	29	7	..	..	2	..	..	65	..	..	..	23 16 0
	SALEN. (61)																									
763	Salen	P.	6	120	44	3	15	8	7	33	1	..	..	291	100	34	..	..	14	30	..	113	..	..	..	97 5 6
	SOUTHEND. (182)																									
1236	Glenbreckrie	P.	4	45	23	2	5	10	..	17	1	..	..	142	39	11	..	..	4	..	..	82	..	5	..	35 15 0
2246	Southend	P.	4	150	79	12	29	27	4	72	3	..	..	299	125	48	..	..	18	..	..	104	..	5	..	113 6 9
	SOUTH KNAPDALE. (104)																									
1441	Auchoish	P.	5	27	15	2	3	9	..	14	1	..	..	101	30	7	..	..	2	..	..	62	..	..	..	33 10 3
717	Dunmore	P.	5	49	46	3	13	16	..	37	1	..	..	119	60	21	..	..	8	..	..	30	..	..	..	62 11 6
1480	Inverneil	P.	5	34	11	2	6	3	..	11	1	..	..	74	25	5	..	..	2	..	..	42	..	..	..	29 0 3
4026	Kilberry	P.	5	68	49	12	14	17	..	48	1	..	..	110	62	22	..	..	8	..	..	19	..	..	..	65 8 5
6004	Ormsary	P.	5	60	18	3	5	5	..	13	1	..	..	80	29	7	..	..	2	..	..	42	..	..	..	31 12 3

	Stralachlan and Strachur.	(101)																											
3335	Poll		P.	4	72	14	3	3	4	..	10	1	..	..	71	29	7	..	..	2	..	..	32	..	..	..	27	13	6
2887	Strachur		P.	4	80	67	7	16	28	4	55	1	1	..	248	72	30	..	40	11	..	..	88	..	..	6	78	4	0
3503	Stralachlan		P.	4	76	24	3	7	9	..	19	1	..	..	167	37	10	..	..	4	..	..	112	..	..	5	89	19	9
	Strontian.	(92)																											
4126	Strontian		P.	6	138	80	2	24	34	6	66	2	..	2	328	126	43	..	..	16	30	..	112	..	..	..	130	9	6
	Tarbert § 67.	(453)																											
4519	Tarbert		P.	5	659	430	101	116	139	43	399	8	2	4	1322	578	290	...	..	82	..	..	226	29	115	3	748	17	11
4519 HG	† Tarbert, H.G.		HGP	6																									
	Torosay.	(96)																											
329	Crogan		P.	6	27	10	..	4	4	..	8	p	..	..	72	26	5	..	..	2	..	..	38	..	..	..	25	0	0
2027	Kinlochspelvie		P.	6	46	22	..	6	10	2	18	p	..	..	105	39	11	..	..	4	20	..	31	..	..	..	41	10	6
407	Lochdonhead		P.	6	87	41	5	13	16	..	34	1	..	..	162	88	26	..	..	10	..	..	33	5	..	..	72	9	6
	Tyree § 67.	(457)																											
1864	Balimartin		P.	7	104	78	9	21	26	6	62	1	1	1	220	83	36	..	40	14	..	..	48	..	..	..	94	9	3
2603	Cornaigmore		P.	7	149	*110*	*4*	*30*	*36*	*3*	*78*	*1*	*1*	*2*	*301*	*149*	*56*	..	..	*14*	..	..	*80*	*3*	..	..	92	17	8
3808	Hillipool		P.	7	120	56	2	15	21	2	40	2	..	1	246	83	28	..	40	11	..	..	83	1	..	..	77	4	6
2847	Ruaig		P.	7	94	49	6	11	17	9	43	1	1	..	210	66	25	..	..	9	..	..	102	7	..	..	77	18	3
1626	Scarnish		P.	7	70	24	5	6	7	2	20	1	..	1	112	47	14	..	10	5	..	..	36	..	..	..	45	8	3
	TOTAL				20081	11699	1727	3432	4163	1034	10356	304	54	66	44278	18930	6561	108	1734	2341	546	323	11999	513	1107	255	18807	12	2
	AYR.																												
	Alloway.	(195)																											
2249	Alloway		P.	2	265	207	34	71	76	8	189	3	1	..	599	221	115	..	..	42	..	..	197	..	..	25	219	1	6
	Ardrossan.	(2425)																											
2724	¶Academy		P.	6	219	195	20	41	106	..	167	8	1	..	1107	208	102	..	..	38	..	..	490	266	..	3	191	6	3
2724 H.G.	¶Academy, H.G.		HGP	6	192	154	..	..	..	132	132	5	..	..	1532	580	78	..	..	28	..	..	155	194	494	3	566	12	11
1377	Eglinton		P.	12	565	403	82	122	131	26	361	10	1	..	1473	432	224	..	..	56	..	..	728	32	..	..	445	7	9
967	Saltcoats		P.	12	950	872	151	293	302	26	772	17	2	8	2423	976	486	..	..	120	..	..	754	86	..	..	944	4	7
2082	Winton		P.	12	580	429	66	139	148	17	370	9	2	2	1828	462	223	..	..	56	..	..	537	50	..	..	456	12	3
4487	Saltcoats		R.C.	11	625	442	85	126	142	2	355	5	2	1	972	467	249	65	..	65	..	97	..	29	..	..	390	1	6
	Auchinleck.	(1577)																											
2759	Auchinleck		P.	10	650	567	125	175	164	24	488	10	3	2	1231	513	362	..	..	68	..	..	289	..	..	..	568	2	6
3678	Cronberry		P.	10	210	161	43	49	47	1	140	3	1	..	460	141	102	..	20	20	..	..	178	..	..	..	149	13	9
2179	Darnconner		P.	10	286	292	59	87	102	2	250	5	..	2	672	277	203	..	..	38	..	..	152	..	..	2	276	15	0
1358	Glenmuir		P.	10	110	20	3	8	6	..	17	1	..	..	118	30	11	..	..	2	..	..	70	..	..	..	38	8	6
2235	Lugar		P.	10	230	287	67	75	104	3	249	4	1	..	519	222	142	..	..	34	..	..	122	..	..	..	271	19	9
1723	St. Patrick's		R.C.	5	275	224	46	77	57	7	187	2	2	..	474	213	117	29	..	44	..	60	..	5	..	2	213	7	8
	Ayr (Burgh).	(5695)																											
603	¶Grammar		P.	2	489	485	50	122	168	91	431	10	..	4	1539	626	254	..	..	..	..	..	133	521	..	5	651	2	11
4017	Lady J. Hamilton's		P.	2	450	253	56	90	87	..	233	6	2	2	865	287	138	..	..	..	..	..	391	27	..	21	293	0	4
3474	Newtonhead		P.	2	882	759	158	267	242	7	674	14	2	3	1896	729	323	...	..	..	..	..	813	28	..	3	778	12	9
2108	Newton-on-Ayr Academy		P.	2	504	504	77	173	200	..	450	8	..	7	1252	549	279	..	..	..	..	..	392	30	..	3	520	7	1
6481	Newton Park		P.	2	1090	685	143	206	219	47	615	16	..	5	2001	541	370	..	..	..	..	..	1017	69	..	4	775	18	4
4674	Russell Street		P.	1	1168	1035	169	332	244	87	932	19	2	5	2686	1130	502	..	..	134	..	.	796	118	..	6	1203	9	8

† New School—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars: Under 7 (Infants).	Actual Average Attendance of Scholars: Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars: Above 10: (Senior Division.)	Actual Average Attendance of Scholars: Above 10: (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars: Total.	Number of Teachers: Certificated.	Number of Teachers: Assistant Teachers (Art. 79)	Number of Teachers: Pupil Teachors.	Expenditure on Maintenance of School. £	Income of School Derived from: Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant: In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant: Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grant from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	AYR—*cont.*																									
	AYR (Burgh)—*cont.*																									
2306	Smith's Institution	P.	2	550	431	68	145	148	23	384	9	..	2	1261	436	218	..	..	..	..	..	563	18	..	25	460 6 4
3776	Wallacetown	P.	2	516	444	76	159	167	..	402	7	1	4	1230	458	235	..	..	..	..	..	507	29	..	1	454 17 2
3292	Ayr (*now closed*)	E.	2	297	278	29	94	129	2	254	4	1	3	563	258	155	37	..	..	..	39	..	..	..	2	233 10 9
4051	St. Margaret's	R.C.	10	493	409	86	140	133	8	367	3	6	..	935	407	204	53	..	53	..	197	..	20	..	..	421 2 3
	BALLANTRAE. (244)																									
306	Auchenflower	P.	3	60	20	2	8	8	..	18	1	..	..	124	37	12	..	..	5	..	..	71	..	..	..	84 18 0
2743	Ballantrae	P.	3	208	169	18	58	47	14	137	2	2	..	561	182	89	..	20	33	..	..	217	..	20	..	170 5 3
1184	Ballochdowan	P.	3	48	24	5	5	10	3	23	1	..	..	94	36	11	..	..	4	..	..	40	2	..	..	44 5 0
3504	Glenapp	P.	3	42	8	1	4	3	..	8	1	..	..	74	23	5	..	..	2	20	..	24	..	..	..	23 4 0
	BARR. (110)																									
2338	Barr	P.	3	133	69	8	23	28	4	63	1	1	..	310	73	34	..	50	13	..	..	189	..	..	2	86 13 0
1111	Clashgulloch	P.	3	42	15	2	7	6	..	15	1	..	..	82	30	8	..	..	3	..	..	40	..	..	..	31 9 0
793	*Rowantree*	P.	3	22	18	2	5	8	..	15	p	..	..	80	32	10	..	..	4	..	..	44	..	..	..	30 12 0
	BEITH § 67. (1611)																									
2080	Academy	P.	1	1224	957	150	276	349	62	837	14	4	7	2477	1183	317	..	..	132	..	..	586	..	108	6	1112 6 1
2982	Gateside	P.	1	140	184	20	43	47	10	120	2	1	..	307	144	79	..	..	18	18	..	49	..	..	..	147 2 5
397	Greenhills	P.	1	200	190	29	62	60	6	157	2	2	..	463	172	95	..	20	23	..	..	152	..	..	..	179 0 0
	COLMONELL (393)																									
2780	Barrhill	P.	5	206	110	17	31	38	14	100	2	..	..	260	109	54	..	..	22	..	..	72	..	..	..	129 19 0
3036	Colmonell	P.	5	150	89	15	25	26	15	81	2	..	..	243	118	53	..	..	20	..	..	52	..	..	..	114 9 6
1705	Corwar	P.	5	60	23	2	5	11	..	18	1	..	..	111	35	11	..	..	4	..	..	60	..	..	..	36 8 6
2394	Lendalfoot	P.	5	48	33	3	9	14	..	26	p	..	..	166	44	16	..	..	6	..	..	100	..	..	..	44 0 0
2310	Pinwherry	P.	5	60	54	5	21	25	..	51	1	..	..	149	58	35	..	..	18	..	..	43	..	..	..	57 18 3
	COYLTON. (597)																									
2460	Coylton	P.	1	406	344	56	180	117	..	303	3	2	1	708	306	174	..	..	42	..	..	186	..	..	..	331 11 9
1711	Littlemill	P.	1	214	216	51	63	68	8	190	2	2	..	462	203	111	..	..	27	..	..	121	..	..	..	214 7 6
	CRAIGIE. (82)																									
3682	Craigie	P.	5	117	57	7	24	20	..	51	1	..	..	172	56	27	..	..	10	..	..	78	..	..	..	62 6 0

	CROSSHILL. (239)																											
2263	Crosshill	P.	1	275	162	38	51	57	1	147	3	1	..	442	181	88	..	20	22	..	..	181	..	..	..	174	19	9
2849	Kilkerran, Hillside	P.	1	82	47	10	16	17	..	43	1	1	..	112	45	25	..	..	6	..	..	87	..	..	..	46	7	9
	DAILLY. (375)																											
3061	Dailly	P.	3	227	150	35	44	49	6	134	2	1	..	371	149	82	..	..	31	..	..	110	..	..	..	151	12	9
3874	Kilgrammie	P.	3	102	81	16	24	25	3	68	1	..	..	182	62	35	..	40	13	..	..	31	..	..	..	77	7	9
1598	Old Dailly	P.	3	88	52	10	13	17	..	40	1	1	..	128	48	21	..	..	8	..	..	51	..	..	..	53	2	9
4397	Wallacetown Works	..	11	133	66	16	16	23	..	55	1	..	..	169	60	33	9	...	9	..	44	..	..	..	..	59	6	8
	DALMELLINGTON § 67 (1272)																											
650	Benwhat	P.	6	265	140	30	48	41	1	120	2	..	1	410	133	73	..	..	27	..	..	142	7	..	23	129	15	9
2333	Craigmark	P.	6	221	51	26	22	..	..	48	1	..	1	154	48	28	..	..	11	..	..	59	8	..	7	48	5	0
4374	Dalmellington	P.	6	483	455	83	110	161	38	401	7	1	3	1132	501	238	..	..	89	..	..	239	34	..	31	515	8	8
4374 H.G.	*Dalmellington H.G.	HGP	6																									
4117	Letham Hill	P.	6	404	260	53	82	74	7	216	4	1	..	653	277	139	..	..	52	..	..	149	18	..	23	250	7	2
3993	Waterside	P.	6	584	235	65	80	90	15	250	4	3	..	817	289	144	..	..	54	..	..	282	17	..	31	303	16	6
4054	Dalmellington	R.C.	6	144	115	28	34	37	5	104	2	1	..	280	97	55	14	30	21	..	58	..	6	..	..	118	3	9
	DALRY § 67. (1701)																											
2079	Blairmains	P.	4	100	33	6	9	15	.	30	1	..	..	98	31	17	..	..	7	..	..	42	..	..	..	32	17	9
3074	Dalry	P.	6	1033	973	176	312	315	25	828	15	3	4	2195	1084	593	..	..	222	..	..	296	..	..	..	979	1	1
3074 H.G.	Dalry, H.G.	HGP	6	168	72	..	..	1	65	66	3	..	..	451	232	38	..	..	14	..	..	62	..	106	..	243	14	1
3374	Keraland Barony	P.	4	193	198	43	60	70	..	178	2	2	..	405	178	95	..	..	36	..	..	101	..	..	..	186	6	6
6507	Carnock (*now closed*)	P.	11	31	33	23	5	1	..	29	1	..	..	163	..	18	..	..	..	..	..	145	..	..	..	†41	9	3
6506	St. Palladius	R.C.	6	146	107	30	26	37	..	93	2	..	..	255	..	55	9	..	14	..	142	..	15	..	..	91	14	8
	DALRYMPLE. (257)																											
418	*Dalrymple*	P.	2	212	167	24	40	68	10	142	2	1	2	429	164	81	..	..	31	5	..	148	..	..	..	173	14	0
4866	Hollybush, Infants'	P.	2	63	25	7	14	8	..	24	1	..	..	78	26	16	..	..	5	..	..	31	..	..	..	25	8	9
2331	Kerse	P.	6	165	92	16	28	32	..	76	2	..	..	216	77	43	..	..	16	..	..	30	..	..	..	82	10	0
	DREGHORN. (1080)																											
4137	Crossroads	P.	12	100	98	19	32	31	3	85	2	..	1	270	87	49	..	..	12	..	..	123	..	..	..	99	1	9
2987	Dreghorn	P.	12	420	495	90	159	161	19	429	8	2	2	1060	461	246	..	..	62	..	..	291	..	..	..	497	2	3
4383	Springside	P.	12	300	365	81	103	115	8	307	7	1	3	726	299	178	..	..	42	..	..	208	..	..	..	342	3	9
	DUNDONALD. (1244)																											
3102	Dundonald	P.	1	272	205	28	69	79	10	186	3	2	..	712	222	112	..	..	27	..	..	351	..	..	..	234	4	9
1707	Loans	P.	1	60	50	15	26	4	..	45	1	..	..	140	46	23	..	..	7	..	..	60	..	..	..	47	4	6
950	Troon, Portland	P.	6	1019	1008	160	337	308	80	885	17	5	7	2901	1029	503	..	..	125	..	..	1244	..	..	..	1113	3	0
950 H.G.	*Troon, Portland, H.G.	HGP	6																									
2046	Troon, St. Patrick's	R.C.	4	172	75	20	25	23	3	71	1	1	..	211	76	41	10	40	16	..	57	..	2	..	..	80	17	9
	DUNLOP. (272)																											
241	Dunlop	P.	3	252	214	31	66	75	15	187	3	1	1	555	213	110	..	..	41	..	..	191	..	..	1	233	11	6
	FENWICK. (151)																											
3127	Fenwick	P.	3	153	79	9	27	27	6	69	2	..	..	285	88	49	..	..	18	..	..	119	5	3	2	84	3	9
3782	Hairshaw	P.	3	65	42	6	13	20	..	39	1	..	..	144	56	22	..	..	8	..	..	54	..	3	..	58	2	6
	GALSTON § 67. (1455)																											
4057	Allanton	P.	6	46	15	1	6	7	..	14	1	..	..	69	16	9	.	..	3	..	..	38	..	..	3	15	19	9
2155	Galston	P.	6	1159	1112	144	382	371	79	976	19	3	4	2726	1299	604	..	..	226	125	..	267	..	..	206	1283	3	1
640	St. Sophia's	R.C.	4	121	124	19	45	38	..	102	2	..	..	221	102	61	15	..	23	..	17	..	3	..	..	110	12	0

New School—Grant to run as from 1st August, 1907.

† Grant for 18 months ended 31st May.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	NAME OF SCHOOL BOARD DISTRICT (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS. Under 7 (Infants).	Above 7 and under 10 (Jun or Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	NUMBER OF TEACHERS. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	INCOME OF SCHOOL DERIVED FROM Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
	AYR—*cont.*																											
	GIRVAN (Town) § 67. (699)																											
159	Girvan	P.	6	749	588	128	184	241	..	553	9	..	4	1269	601	313	..	..	117	..	..	125	..	..	118	626	4	3
159 H.G.	Girvan, H.G.	HGP	6	131	91	..	..	..	76	76	3	..	..	690	310	42	..	..	16	..	..	87	..	215	20	307	6	6
1839	Sacred Heart	R.C.	11	181	112	14	37	39	17	107	2	..	..	340	149	65	16	..	16	..	75	.	20	..	..	159	2	5
	GIRVAN (Landward). (344)																											
1401	Assel	P.	4	50	43	3	15	17	2	37	1	1	..	184	51	20	..	..	7	..	..	106	..	..	..	59	0	3
1407	Doune	P.	4	118	108	23	33	44	..	100	2	..	..	239	112	62	..	..	23	..	..	41	..	..	..	109	10	6
2511	Girvan	P.	4	301	204	31	59	75	22	187	4	..	1	612	246	115	..	..	43	..	..	238	..	..	..	245	10	9
	IRVINE (Burgh) § 67. (2020)																											
1120	Bank Street	P.	11	665	647	121	204	229	24	578	9	2	4	1475	640	342	..	..	83	..	..	320	89	..	..	691	6	9
2513	East Road	P.	11	336	322	66	102	111	..	279	4	1	4	697	298	176	..	..	41	..	..	155	28	..	..	319	6	9
3145	Fullarton (*now closed*)	P.	11	192	231	68	112	28	..	208	3	2	2	482	210	121	..	..	29	..	..	97	24	..	..	223	17	0
2129	Fullarton, Loudon St.	P.	11	517	590	97	171	257	17	542	10	1	2	1383	602	318	..	..	78	..	..	306	79	..	..	637	16	11
1127	Irvine	R.C.	10	328	178	40	62	52	..	154	1	3	..	277	141	84	20	..	20	..	12	..	..	..	..	152	5	10
6581	*Montgomery	P.	11																									
	IRVINE (Landward). (342)																											
2358	Annick Lodge	P.	5	200	175	41	59	54	5	159	2	1	..	441	168	95	..	..	36	..	..	142	..	..	..	180	19	0
	KILBIRNIE § 67. (1433)																											
2095	Bridgend	P.	3	332	343	121	173	6	..	300	6	..	2	762	302	173	..	..	65	..	..	222	..	..	1	322	8	0
212'	*Glengarnock*	P.	3	500	505	82	161	173	29	445	9	1	3	1397	522	264	..	..	99	..	..	510	..	..	2	546	15	1
2499	Ladyland	P.	3	412	373	..	74	194	57	325	7	1	2	1160	461	195	..	..	78	..	..	411	..	..	20	479	9	1
5286	St. Bridget's	R.C.	3	238	246	37	76	106	..	219	2	2	..	552	207	128	32	..	48	..	102	..	11	..	..	235	0	10
4894	Female Industrial	..	3	106	108	27	36	32	..	95	1	1	..	205	95	53	18	..	20	5	..	..	15	..	..	101	0	0
	KILMARNOCK (Burgh) § 67. (6820)																											
1852	¶Academy	P.	6	479	481	54	124	207	..	385	10	1	2	1344	480	240	..	..	91	..	..	108	420	..	..	447	18	4
1852 H.G.	¶Academy H.G.	HGP	6	602	370	..	..	5	327	332	15	2	..	3293	1589	229	..	..	82	47	17	500	380	500	..	1522	15	4
3970	Bentinck	P.	9	904	870	125	309	330	..	764	17	..	3	1876	908	456	..	..	118	..	..	333	66	..	..	872	18	0
2722	Dundonald Road, Grammar	P.	10	597	584	77	203	207	..	487	11	1	2	1887	473	168	..	..	68	..	..	596	38	..	..	546	6	3

304	Glencairn	P.	10	697	682	109	240	252	..	601	12	..	5	1562	668	356	..	..	87	..	..	393	53	..	6	675	10	6
3634	Hamilton	P.	9	895	942	159	324	334	..	817	15	..	6	1998	912	484	..	..	120	..	..	330	108	..	..	983	3	0
222	High Street	P.	10	823	797	118	239	291	..	648	13	1	2	1585	723	335	..	..	97	..	..	317	63	..	..	715	16	3
6479	Loanhead	P.	6	1090	1210	165	370	388	159	1062	21	1	3	2860	1490	691	..	..	246	..	..	277	156	..	..	1584	17	10
4465	Kilmarnock	R.C.	4	582	527	115	147	168	..	430	6	3	1	964	483	268	67	..	101	..	40	..	5	..	..	470	3	0
	KILMARNOCK (Landward)(421)																											
877	Crooked Holm	P.	5	250	184	27	63	60	6	156	3	2	1	450	178	97	..	..	36	..	..	138	..	..	..	182	19	9
3014	Grougar	P.	5	97	32	4	11	12	1	28	1	..	..	127	45	19	..	..	7	..	..	56	..	..	..	42	3	6
1115	Rowallan	P.	5	127	102	14	36	38	..	88	2	..	1	308	91	49	..	..	18	..	..	145	..	..	..	98	18	6
	KILMAURS. (1095)																											
3051	Crosshouse	P.	11	626	530	101	171	165	14	451	8	1	3	1191	492	268	..	..	65	..	..	365	..	..	1	518	4	3
2232	Kilmaurs	P.	11	378	376	73	133	114	..	320	7	..	4	1101	367	202	..	..	50	30	..	453	..	..	..	351	1	0
4784	Crosshouse, St. Mary's	R.C.	4	116	28	4	10	10	..	24	p.	..	..	85	26	14	3	..	5	..	36	..	1	..	..	26	4	6
	KILWINNING. (1848)																											
255	*Auchentiber*	P.	3	110	69	18	20	23	5	61	1	1	..	236	79	51	..	40	14	..	..	52	..	..	..	74	8	3
2515	Eglinton District	P.	1	481	365	72	185	111	..	318	5	2	5	864	349	189	..	..	47	3	..	277	..	..	..	354	10	6
669	Fergushill	P.	3	293	250	57	86	88	..	231	3	1	2	601	239	177	..	..	49	3	..	183	..	..	..	252	10	6
2375	Kilwinning	P.	1	1147	994	171	306	387	65	879	14	3	9	2075	1018	517	..	..	126	12	..	408	..	..	..	1074	8	3
6452	Lylestone	P.	1	26	24	10	9	2	..	21	p	..	..	64	24	14	..	..	4	..	..	23	..	..	..	21	1	0
6480	St. Winning's	R.C.	1	133	88	22	28	29	..	79	1	1	..	284	92	65	14	..	15	..	134	..	7	..	..	84	6	9
	KIRKMICHAEL. (166)																											
485	Kirkmichael	P.	1	143	118	12	42	42	1	97	2	1	..	312	109	59	..	40	15	..	..	88	..	..	..	108	6	6
	KIRKOSWALD. (317)																											
3243	Kirkoswald	P.	5	162	130	14	35	49	3	101	3	..	..	400	120	64	..	..	24	..	..	185	6	..	..	115	18	3
4964	Maidens	P.	5	56	48	18	22	4	..	44	1	..	..	102	51	30	..	..	11	..	..	7	3	..	..	44	12	0
3063	Townhead	P.	5	95	65	12	21	23	3	59	1	1	..	232	67	37	..	40	14	..	..	75	..	..	..	64	5	0
	LARGS (788)																											
4591	Fairlie	P.	4	140	101	16	35	30	..	81	2	1	..	317	108	23	..	40	22	..	..	119	..	..	..	88	1	0
3457	Largs	P.	6	626	477	64	149	181	..	394	8	1	4	1714	485	257	..	..	96	..	..	346	..	30	..	446	8	9
3457 H.G	Largs, H.G.	HGP	6	156	51	..	..	..	46	46	3	..	..	558	144	23	..	..	9	72	..	246	..	60	..	174	0	3
5628	Largs, St. Mary's	R.C.	3	162	53	13	16	19	..	48	2	..	..	200	51	29	7	..	11	..	99	..	3	..	..	51	9	3
	LOUDOUN (1724)																											
3423	Darvel	P.	5	700	693	79	239	245	56	619	10	6	4	1762	766	366	..	..	138	115	..	343	..	33	..	781	9	3
2057	Loudoun Moor	P.	5	35	14	1	5	6	..	12	p.	..	..	56	22	4	..	..	2	..	..	28	..	..	..	28	8	0
2683	Newmilns	P.	5	816	706	95	232	250	68	645	12	2	3	1758	801	374	..	..	140	..	..	393	..	46	5	818	11	6
1582	Newmilns, Lady Flora's	..	5	279	207	81	69	66	7	178	2	1	3	450	197	102	26	..	38	123	..	..	..	..	3	214	18	8
	MAUCHLINE. (383)																											
2184	Crosshands	P.	4	88	28	3	13	10	..	26	1	..	..	87	27	15	..	..	6	..	5	24	..	..	..	28	11	0
2908	Mauchline	P.	4	574	505	78	162	182	30	442	8	1	3	1308	527	261	..	..	98	40	..	378	..	..	4	583	0	11
	MAYBOLE AND MAYBOLE WEST CHURCH § 67. (1694)																											
4747	Cairn	P.	6	478	458	111	174	129	..	414	7	2	..	1013	465	256	..	..	96	..	..	18	..	..	178	448	13	9
4080	Fisherton	P.	1	129	94	19	28	31	6	84	2	..	..	288	96	52	..	..	12	..	..	96	12	..	20	99	15	9
4084	Carrick Academy	P.	6	825	748	129	236	258	37	660	14	..	11	2052	981	418	..	..	160	..	..	235	..	..	307	864	11	0
4084 H.G	Carrick Academy, H.G.	HGP	6	200	88	..	..	..	77	77	4	..	..	664	241	46	..	..	14	..	..	185	..	168	9	306	16	1
3016	Minishant	P.	5	90	61	20	21	13	..	54	1	..	..	215	58	32	..	..	12	..	..	106	..	..	6	56	0	3
1125	St. Cuthbert's	R.C.	5	127	116	21	37	46	2	106	2	..	..	252	121	66	17	..	25	..	14	..	7	..	..	115	13	6

* New School—Grant to run from September 1st, 1907.

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from Annual Grant, 1905-1906.	Income of School Derived from Grant in Relief of Fees.	Income of School Derived from Aid Grant to Voluntary Schools.	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	Income of School Derived from General Aid Grant. Paid on Average Attendance	Income of School Derived from Endowment.	Income of School Derived from Voluntary Contributions.	Income of School Derived from Rates.	Income of School Derived from School Fees and Books sold to Children.	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education.	Income of School Derived from Other Sources.	Annual Grant paid at end of School Year 1906-1907.
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																									
	MONKTON & PRESTWICK. (759)																									
359	Monkton	P.	2	160	123	22	43	43	..	108	2	..	..	282	117	68	..	..	24	..	..	78	..	..	..	118 14 3
2467	Prestwick	P.	2	424	364	57	182	181	..	320	5	1	2	751	311	175	..	..	64	..	..	200	..	..	..	350 15 3
6447	¶ Prestwick, High	P.	2	296	187	16	44	57	33	150	5	1	1	796	227	105	..	..	37	..	..	288	139	..	..	221 1 3
	MUIRKIRK § 67. (1231)																									
2521	Furnace Road	P.	6	583	534	76	90	240	47	453	10	1	..	1525	524	252	..	..	93	..	..	656	..	..	..	583 17 8
1252	Glenbuck	P.	6	284	182	44	61	47	7	159	3	1	..	561	221	115	..	..	45	..	..	180	..	..	..	178 9 9
3987	Main Street	P.	6	329	346	101	184	14	..	299	5	2	..	743	324	182	..	..	69	..	..	168	..	..	..	307 17 0
1271	Wellwood	P.	6	57	28	3	10	9	..	22	1	..	..	89	39	18	..	..	5	..	..	32	..	..	..	40 6 6
49	St. Thomas'	R.C.	4	190	65	17	17	13	2	49	1	..	1	128	53	29	7	..	11	..	28	..	..	..	..	53 17 9
	NEW CUMNOCK. (1260)																									
1392	Bank	P.	1	407	441	97	143	155	6	401	8	..	..	1032	364	197	..	..	50	..	..	422	..	..	..	447 8 9
5868	Beoch Side	P.	5	53	26	8	10	12	..	25	1	..	..	121	46	17	..	..	6	..	..	52	..	..	..	43 0 0
416	Dalleagles	P.	1	198	147	26	49	46	6	127	3	..	..	361	145	82	..	..	20	..	..	106	..	..	8	148 14 6
4843	New Cumnock	P.	1	783	672	140	201	240	35	616	11	3	4	1668	706	399	..	..	92	..	..	464	..	..	5	748 7 0
460	New Cumnock	R.C.	5	98	17	4	6	5	..	15	1	..	..	97	13	7	2	..	8	..	74	..	..	..	..	15 19 9
	OCHILTREE. (377)																									
384	Ochiltree	P.	1	191	170	24	59	57	9	149	3	..	..	407	177	92	..	..	23	6	..	108	..	..	..	178 2 3
4300	Sinclairston	P.	1	133	145	20	48	45	7	120	2	1	..	347	123	68	..	..	16	..	..	139	..	..	..	141 13 3
	OLD CUMNOCK § 67. (1072)																									
452	Garallan	P.	12	159	134	12	23	71	4	110	2	1	..	355	121	62	..	..	16	..	..	132	..	..	25	129 10 9
51	Old Cumnock	P.	6	307	617	118	216	236	..	570	11	1	1	1433	633	331	..	..	124	..	..	215	..	..	130	644 18 6
51 H.G.	Old Cumnock, H.G.	H.G. P.	6	98	48	..	..	..	43	43	2	..	..	524	134	32	..	..	12	..	..	205	..	129	13	150 14 9
6405	Skares	P.	12	170	115	35	59	10	..	104	2	1	..	273	111	59	..	..	16	..	..	62	..	..	25	106 16 0
2063	Old Cumnock	R.C.	5	202	131	28	28	56	6	118	2	1	..	251	112	70	17	..	26	..	27	..	..	..	..	138 4 0
	RICCARTON. (1122)																									
3419	Cross Roads	P.	9	104	67	9	22	30	..	61	1	1	..	195	68	34	..	..	49	..	..	50	..	..	..	67 7 6
1481	Hurlford	P.	9	840	602	113	210	186	7	516	10	3	1	1882	544	296	..	..	74	..	..	469	..	..	..	578 5 6

3538	Riccarton	P.	10	162	180	30	67	57	..	154	3	1	..	409	160	56	..	30	22	..	..	141	..	..	..	170	13	9
158	Hurlford, St. Paul's	R.C.	4	247	97	19	33	35	..	87	1	1	..	195	87	49	12	..	18	..	26	..	2	..	..	94	12	8
1718	Barleith	..	3	117	114	55	42	2	..	99	2	..	..	184	94	58	15	..	22	..	..	..	..	..	..	97	0	6
	St. Quivox (Landward) and Newton-on-Ayr (Landward). (269)																											
55	St Quivox	P.	3	93	106	15	41	39	..	95	1	1	..	215	99	55	..	..	20	..	..	41	..	..	..	104	17	3
2514	Whitletts	P.	3	164	178	25	67	44	..	186	2	1	..	305	145	80	..	..	30	..	..	49	..	..	..	146	15	6
	Skelmorlie. (214)																											
3624	Skelmorlie	P.	4	297	159	29	49	51	9	188	2	2	1	578	176	86	..	30	32	..	..	228	26	..	4	169	11	3
1165	Meigle (*now closed*)	C.S.	4	45	18	5	7	2	..	14	p.	..	..	60	17	8	..	..	..	..	..	..	..	..	2			
	Sorn. (736)																											
580	Auchincloigh	P.	3	55	22	3	8	6	..	17	1	..	..	84	33	10	..	..	4	..	..	38	..	..	..	33	8	6
4446	Catrine	P.	3	500	495	83	158	148	24	413	6	2	..	988	476	243	..	..	91	..	..	178	..	..	..	489	17	11
3496	Sorn	P.	3	216	112	15	40	36	..	91	2	1	..	305	99	55	..	40	20	..	..	91	..	..	..	99	5	0
	Stair. (254)																											
2342	Stair	P.	6	191	207	35	66	77	18	191	3	1	1	580	216	108	..	..	41	..	..	144	21	..	..	228	14	3
	Stevenston § 67. (2134)																											
2361	Ardeer	P.	5	387	332	75	140	72	..	287	5	1	3	752	316	178	..	..	65	..	..	198	..	.	..	313	9	8
3885	Kyles hill	P.	5	589	493	92	151	167	10	420	8	..	6	1083	416	226	..	..	85	..	..	356	..	–	..	477	18	9
2363	Stevenston	P.	6	1064	974	173	296	307	63	839	15	..	10	2125	1004	485	..	..	182	..	..	454	..	..	1	1046	5	3
2363 H.G.	*Stevenston, H.G.	H.G. P.	6																									
6490	St. John's	R.C.	5	414	230	64	69	74	1	208	3	1	..	652	160	120	30	..	45	..	306	..	20	..	..	223	18	9
	Stewarton. (687)																											
3749	Kingsford	P.	6	121	55	2	23	22	2	49	1	..	..	267	78	33	..	..	12	..	..	143	5	..	..	70	1	6
3498	Stewarton	P.	6	776	519	59	168	191	18	436	5	6	1	1584	584	263	..	..	100	..	..	637	44	..	5	512	19	11
	Straiton. (205)																											
3922	Patna	P.	10	180	155	30	49	49	1	129	2	..	..	336	140	103	..	20	20	..	..	52	2	..	..	140	7	3
2557	Straiton	P.	1	110	63	11	24	16	2	53	1	1	..	285	75	42	..	40	10	..	..	117	..	..	..	93	18	0
	Symington. (93)																											
101	Symington	P.	3	132	67	10	23	20	1	54	1	..	..	189	62	34	..	..	13	..	..	80	..	–	..	59	19	6
	Tarbolton. (907)																											
6465	Annbank, New	P.	6	540	526	79	189	169	8	445	3	10	1	1136	543	292	..	..	109	..	..	192	..	..	..	494	19	3
2299	Tarbolton	P.	6	300	255	38	99	91	10	238	3	3	..	647	274	142	..	..	53	..	..	177	..	..	..	273	13	9
6157	St. Ann's	R.C.	6	141	119	20	48	52	..	120	2	1	..	298	120	68	17	..	25	..	62	..	..	..	..	126	13	8
	West Kilbride. (505)																											
2161	West Kilbride	P.	4	594	389	36	124	137	24	341	5	2	2	1167	430	205	..	..	77	..	..	454	..	..	..	439	12	9
	TOTAL			60049	49598	8552	15817	16479	2598	43446	839	180	224	130948	52674	26062	558	560	7641	623	1769	34811	3489	1911	1350	54234	16	6
	BANFF.																											
	Aberlour (676)																											
2294	Aberlour	P. H.G.	6	345	235	40	81	87	..	208	5	..	4	465	261	136	..	..	51	..	..	17	..	..	..	232	8	7
2294 H.G	Aberlour, H.G.	P.	6	184	79	..	..	..	71	71	3	..	..	577	302	46	..	..	17	37	..	111	..	65	..	275	12	2

* New School— Grant to run as from 1st August, 1907

List of Schools aided from Parliamentary Grant— *Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Jun. or Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from: Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-19.7. £ s. d.
	BANFF—*cont.*																									
	Aberlour—*cont.*																									
4316	Craigellachie	P.	3	132	112	26	41	31	..	98	2	1	..	246	105	58	..	..	22	..	..	61	..	..	..	106 14 9
119	Edenvillie	P.	3	146	92	17	22	34	3	76	2	..	..	205	82	44	..	..	17	..	..	62	..	..	..	86 16 6
1078	Charlestown of Aberlour	E.	3	487	363	51	96	165	51	363	8	..	..	908	399	203	51	..	76	..	178	..	..	..	..	506 0 3
	Alvah. (194)																									
3584	Alvah	P.	1	143	65	10	21	18	8	57	1	1	..	280	64	31	..	40	8	22	..	115	..	..	..	72 19 0
3565	Dunlugas, Female	P.	1	72	40	10	14	9	3	36	1	..	..	86	48	21	..	..	5	..	..	11	..	..	..	51 9 6
3269	Linhead	P.	1	124	64	14	12	29	4	59	2	..	..	203	61	31	..	40	8	..	..	66	..	..	..	69 18 9
	Banff (Burgh) § 67. (761)																									
2767	Academy	P.	6	1042	571	116	200	168	25	509	10	..	11	1831	670	317	..	..	119	..	..	3	7	..	216	644 1 0
2767 HG	Academy, H.G.	HGP	6	243	130	..	..	3	114	117	3	1	..	969	488	69	...	..	26	191	..	55	..	105	36	497 14 10
2305	St. Andrew's	E.	3	140	69	10	19	15	9	53	2	..	..	163	48	26	7	50	10	—	31	..	..	..	..	69 14 9
	Banff (Ld.) and Ord. (287)																									
1397	Headrooms	P.	3	100	69	15	23	16	4	58	1	..	..	165	67	37	..	..	14	..	..	47	..	..	..	67 4 6
2815	Hilton	P.	3	142	77	13	28	20	5	66	1	1	..	246	80	41	..	..	16	21	..	87	1	..	..	78 1 0
	Boharm § 67. (266)																									
7	Boharm	P.	2	172	95	10	32	28	8	78	2	..	..	323	93	46	..	40	18	27	..	104	..	..	..	96 13 0
2563	Forgie	P.	2	51	32	6	12	9	1	28	1	..	..	104	41	19	..	..	6	..	..	37	..	..	..	41 9 9
3156	Maggieknockater	P.	2	128	51	6	14	15	10	45	2	..	..	203	58	27	..	50	10	..	..	58	..	..	..	63 5 3
	Botriphnie. (167)																									
2996	*Botriphnie*	P.	1	128	109	11	36	37	11	95	2	1	..	356	129	55	..	40	14	26	..	91	—	..	1	121 4 6
	Boyndie § 67. (395)																									
749	Blairmaud	P.	1	61	48	7	21	10	5	43	2	..	..	125	..	27	..	..	..	..	..	98	..	..	..	53 5 0
3620	Boyndie	P.	1	133	61	5	17	20	6	48	2	..	..	255	67	32	..	50	8	21	..	77	..	..	..	61 10 6
2584	Whitehills	P.	1	360	280	61	90	71	27	249	5	1	..	578	293	149	..	..	38	..	..	96	..	..	..	303 9 3

	CABRACH § 67. (182)																										
2895	Lower	P.	4	90	56	9	14	18	4	45	1	1	..	276	50	29	..	40	11	..	..	147	..	..	..	69	10	6
1383	Upper	P.	4	110	45	6	11	10	5	32	1	1	..	280	63	22	..	40	8	20	..	133	..	..	..	57	13	6
	CULLEN § 67. (439)																										
3053	Cullen	P.	6	695	457	104	129	135	53	421	8	3	4	1318	459	248	..	..	60	14	..	476	11	20	—	*968	19	0
3053 H.G.	† Cullen, H.G.	HGP	6																									
	DESKFORD. (146)																										
3025	Deskford	P.	2	162	107	11	43	32	5	91	2	1	1	321	111	60	..	40	..	30	..	77	..	..	4	109	2	6
	ENZIE § 67. (489)																										
3429	Enzie	P.	2	209	171	18	55	59	17	149	4	..	2	500	198	86	..	30	34	30	..	76	3	..	42	198	11	3
4402	Port Gordon	P.	2	418	290	64	86	82	22	254	6	1	3	692	331	160	..	..	61	..	..	52	3	10	75	304	13	6
	FORDYCE § 67. (880)																										
812	Bogmuchals	P.	2	66	41	6	10	16	6	38	1	..	..	92	40	18	..	..	..	..	..	34	..	..	..	50	3	0
642	Brodiesord	P.	2	70	40	8	13	12	2	35	1	..	..	151	37	19	..	..	..	..	..	95	..	..	..	40	8	6
156	Fordyce Academy	P.	6	153	157	33	60	61	..	154	4	..	..	357	171	98	..	..	35	..	..	58	..	..	..	170	9	9
156 H.G.	Fordyce Academy, H.G.	HGP	6	147	86	..	..	..	34	84	2	2	..	903	382	48	..	..	18	184	..	130	..	190	..	364	13	10
4457	Portsoy	P.	10	784	475	81	160	145	51	437	8	1	6	1323	557	260	..	..	64	31	..	385	..	25	..	579	2	7
736	Sandend	P.	2	150	86	23	25	29	..	77	2	..	..	217	83	47	..	..	..	..	..	86	..	..	..	82	0	3
3343	¶Portsoy Durn Road (*now closed*)	..	10	100	83	0	12	7	4	29	1	1	..	128	43	..	5	40	5	..	12	..	20	..	..	87	4	9
	FORGLEN. (140)																										
118	Forglen	P.	1	166	115	18	37	31	13	90	2	2	..	362	123	53	..	40	15	22	..	110	..	..	—	125	5	9
	GAMRIE § 67. (1360)																										
1836	Bracoden	P.	4	400	334	57	114	111	16	298	5	1	4	798	357	185	..	..	69	26	..	157	..	..	—	350	13	3
1302	Clenterty	P.	4	159	52	8	20	10	6	44	1	..	1	168	56	28	..	50	10	..	..	25	..	..	..	55	11	6
2315	Longmanhill	P.	4	103	56	11	14	15	8	48	1	1	..	186	69	85	..	50	13	..	..	19	..	..	..	62	15	8
3284	Macduff	P.	1	810	655	98	177	233	75	578	11	..	16	1642	799	346	..	..	90	58	..	295	8	46	..	776	8	3
4352	Macduff Murray's	P.	1	47	44	16	17	5	..	38	1	..	..	86	43	24	..	..	6	..	..	18	—	..	..	39	0	9
	GLENRINNES § 67. (76)																										
3176	Glenrinnes	P.	3	102	48	5	14	14	7	40	2	..	..	264	76	27	..	50	10	24	..	58	..	10	9	68	13	6
	GRANGE. (361)																										
2304	Crossroads	P.	12	168	92	13	35	27	7	82	2	..	1	208	98	52	..	..	12	—	..	46	..	..	..	101	4	6
3180	Grange	P.	12	139	82	16	25	21	13	75	2	..	..	252	97	44	..	..	11	—	..	100	..	..	..	108	13	4
2465	Sillyearn	P.	3	170	95	13	27	28	5	78	3	..	..	269	85	30	..	..	17	—	..	188	..	..	..	90	19	6
	INVERAVON. (449)																										
2926	Glenlivet	P.	3	146	87	11	26	23	15	75	3	..	..	330	129	53	..	40	20	29	..	48	..	10	..	112	13	8
3621	Inveravon	P.	3	148	110	14	33	37	11	95	2	1	..	389	184	56	..	40	21	36	..	87	..	15	..	131	14	3
1690	Morinsh	P.	3	60	42	10	10	13	1	34	1	1	..	189	50	21	..	40	8	..	..	71	..	..	..	47	13	9
3175	Tomnavoulin	P.	3	74	23	3	10	6	2	21	1	..	..	85	26	13	..	..	5	..	—	41	..	—	—	25	11	0
3022	Chapeltown (Glenlivet)	R.C.	3	195	76	10	24	25	5	64	2	..	1	227	82	38	10	..	14	38	—	..	4	—	—	88	19	6
4020	Tombae St. Mary's	R.C.	3	110	65	6	22	24	4	56	1	1	..	181	73	31	8	40	11	18	—	—	..	—	—	83	14	9
1446	Ballindalloch, Lady M. Grant's	—	3	73	44	11	12	12	3	38	1	1	..	178	59	23	6	..	9	—	81	—	..	..	..	59	11	0
	INVERKEITHNY. (159)																										
3578	Easterfield	P.	1	100	56	8	23	9	6	46	2	..	..	116	49	27	..	..	7	..	..	33	—	—	—	57	12	3
3917	Kirktown	P.	1	129	71	3	21	22	10	61	2	..	..	239	75	85	..	50	9	18	..	52	..	..	—	80	13	[illegible]

* Grant for 21 months.

† New School—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade School.)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	BANFF—*cont.*																									
	KEITH § 67. (1522)																									
1133	Auchanacie - - - -	P.	2	45	33	8	7	9	3	27	1	..	..	80	44	16	..	..	..	..	..	19	..	..	..	42 18 3
913	Fife-Keith, Infant - -	P.	12	181	106	50	50	..	..	100	1	1	2	196	102	62	..	..	17	..	..	15	..	..	..	102 19 8
3208	Keith Grammar - - -	P.	6	999	671	86	213	239	67	605	11	..	11	1284	576	495	..	..	139	15	2	41	..	..	15	798 15 11
3208 H.G	Keith Grammar, H.G - -	HGP	6	206	119	..	..	..	104	104	1	3	..	832	327	94	..	..	26	36	.	230	37	82	..	442 11 7
2811	Newmill - - - - -	P.	1	226	176	34	56	56	16	162	4	..	2	438	191	98	..	..	25	..	..	124	..	..	..	203 14 0
4230	Tarrycroys - - - -	P.	2	105	53	11	18	13	5	47	2	..	1	182	64	31	..	..	40	..	..	47	..	..	..	60 4 9
951	The Glen - - - -	P.	3	93	66	9	16	21	8	54	2	..	..	180	74	34	..	50	13	..	..	9	..	..	..	70 4 9
8314	Keith - - - - -	R.C.	12	268	208	35	59	73	10	177	2	..	2	413	204	105	20	..	26	..	52	..	..	..	..	211 2 3
	KIRKMICHAEL. (218)																									
2271	Kirkmichael - - -	P.	8	74	35	3	7	17	3	30	1	..	..	155	49	17	..	..	7	..	..	83	..	..	..	52 18 3
2130	Tomintoul - - - -	P.	8	132	84	15	21	24	17	77	2	1	..	344	108	47	..	..	18	55	24	76	..	15	..	107 1 6
2685	Tomintoul - - - -	R.C.	3	146	110	10	22	43	18	93	2	1	..	307	126	61	15	40	23	..	21	..	9	..	12	129 10 6
	MARNOCH § 67. (657)																									
4421	Aberchirder - - -	P.	7	446	272	44	78	59	46	227	5	1	..	677	333	144	..	..	54	33	..	82	..	28	2	312 10 3
4462	*Blacklaw* - - - -	P.	1	78	65	9	20	23	3	55	2	..	..	222	63	35	..	50	9	..	..	66	..	..	..	64 8 3
1734	Culvie - - - - -	P.	7	72	72	13	27	19	5	64	1	1	..	188	68	35	..	45	13	..	..	28	..	..	..	75 15 9
529	*Marnoch* - - - -	P.	7	125	85	14	28	20	11	73	2	1	..	286	81	40	..	40	15	..	..	109	..	..	..	94 9 0
1428	Netherdale - - - -	P.	1	77	47	5	15	12	9	41	1	1	..	171	54	27	..	40	6	..	..	44	..	..	..	57 7 6
4162	Aberchirder - - - -	E.	7	99	65	15	18	19	4	56	1	1	..	155	60	30	8	40	11	..	63	..	..	..	..	66 18 6
	MORTLACH § 67. (692)																									
1411	Auchindown - - -	P.	3	78	40	7	13	11	3	34	1	..	..	96	43	18	..	..	7	..	..	29	..	..	..	50 16 9
4568	Kininvie - - - -	P.	3	41	32	7	13	10	..	30	1	..	..	99	43	18	..	..	7	..	..	31	..	..	..	40 6 0
2883	Mortlach - - - -	P.	6	560	441	99	146	146	..	391	7	1	1	826	445	235	..	..	88	..	..	58	..	..	..	436 17 0
2883 H.G	Mortlach, H.G. - - -	HGP	6	135	87	..	..	1	78	79	3	1	..	603	263	40	..	..	15	34	..	181	..	65	..	325 4 6
3097	Dufftown - - - -	R.C.	3	138	41	6	13	10	6	35	1	..	1	105	43	20	5	..	8	..	34	..	2	..	..	46 10 9
	ORDIQUHILL. (128)																									
2387	Cornhill - - - -	P.	2	73	61	11	24	15	5	55	1	..	..	102	54	31	..	..	11	..	..	5	..	..	2	54 17 6
3815	Ordiquhill - - - -	P.	2	170	107	11	31	26	24	92	2	1	..	304	116	50	..	40	20	24	..	58	1	..	..	134 2 0

	Rathven & Buckie §67. (2733)																										
2961	Arradoul	P.	2	71	21	7	10	2	..	19	1	..	..	75	17	7	.	..	..	..	..	51	..	..	..	19	8	6
3622	Buckie	P.	6	1060	876	204	282	235	23	749	17	6	6	2036	826	450	..	..	168	..	..	567	..	26	..	838	4	0
3622 H.G	Buckie, H.G.	HGP	6	197	116	..	..	8	95	103	2	..	..	719	391	63	..	..	24	34	..	184	..	102	21	395	2	4
1144	Findochty	P.	11	490	423	110	135	125	25	395	6	3	4	895	449	246	..	..	59	..	..	141	..	..	..	464	6	3
3910	Portknockie	P.	11	595	419	100	183	107	29	369	9	..	7	967	436	214	..	..	54	..	..	262	..	..	..	445	0	9
2726	Rathven	P.	11	473	378	104	108	99	18	329	6	3	1	961	348	218	..	..	48	23	..	324	..	..	..	379	19	3
3836	Shielburn	P.	2	81	76	7	25	25	6	63	1	1	..	165	81	87	..	..	..	..	..	47	..	..	..	87	17	3
4094	Buckie, Lady G. Cathcart's Industrial	E.	11	240	249	47	65	87	18	212	4	..	1	454	231	130	30	..	30	..	35	..	8	..	3	250	9	9
3614	Buckie	R.C.	11	397	386	93	121	97	26	337	3	2	3	848	400	192	50	..	50	13	100	..	44	..	..	401	7	9
	Rothiemay § 67. (294)																										
3305	Rothiemay	P.	3	*207	204	27	68	48	33	176	4	..	1	486	227	100	..	..	38	26	..	78	..	11	6	247	13	0
1180	*Teremny*	P.	3	107	88	18	27	28	3	76	3	..	..	210	120	60	..	..	23	..	..	7	..	..	1	85	19	6
	TOTAL			19167	13145	2352	3927	3784	1546	11609	256	53	97	36576	15349	7128	219	1245	2226	1166	635	7224	159	325	444	10637	13	4
	BERWICK.																										
	Abbey St. Bathan's. (43)																										
2590	Abbey St. Bathan's	P.	4	72	53	3	16	24	..	43	1	1	..	238	58	25	..	40	9	1	..	100	1	..	4	60	2	0
	Ayton. (278)																										
4496	Ayton	P.	5	328	168	41	41	60	..	142	3	..	..	401	165	92	..	30	34	..	..	79	..	–	..	152	4	6
3004	Burnmouth	P.	5	146	92	30	17	33	..	80	1	1	..	284	81	45	..	..	17	..	..	140	..	..	2	85	1	9
	Bunkle and Preston. (112)																										
461	Bunkle	P.	3	100	56	10	12	26	..	48	2	..	..	197	58	28	..	50	11	..	..	50	..	..	..	59	12	0
4160	Preston	..	3	64	40	11	14	10	..	35	1	1	..	167	35	20	5	40	7	..	60	..	..	..	..	36	16	6
	Channelkirk. (98)																										
4304	Channelkirk	P.	2	154	68	9	23	25	..	57	2	..	..	254	64	35	..	50	13	..	..	92	..	..	..	62	10	3
	Chirnside. (277)																										
645	Chirnside	P.	5	378	220	35	64	71	14	184	3	..	4	625	230	112	..	..	42	..	–	219	22	..	..	231	7	3
	Cockburnspath. (173)																										
3080	Cockburnspath	P.	5	184	139	26	45	38	17	126	2	2	..	469	162	77	..	20	26	..	..	182	..	..	..	159	8	0
6430	Ecclaw	P.	4	28	31	4	15	8	..	27	1	..	..	85	43	17	..	..	6	..	..	20	–	..	..	44	4	6
6493	Old Cambus	P.	5	32	28	5	12	7	..	24	1	..	..	126	36	16	..	..	4	..	..	70	..	..	..	40	14	3
	Coldingham. (502)																										
2786	Auchencrow	P.	3	104	30	7	8	10	..	25	1	1	..	184	40	18	..	40	7	..	..	78	1	..	..	35	6	0
1206	Cairnbank	P.	3	32	13	1	3	6	..	10	p	..	..	75	25	5	..	..	2	..	..	43	..	..	..	26	5	0
306	Coldingham	P.	5	249	154	20	53	57	14	144	3	1	..	471	172	87	..	30	33	..	..	136	5	..	8	177	18	3
4177	Renton	P.	3	125	68	12	24	22	..	58	1	1	..	214	59	35	..	40	13	..	..	63	3	..	..	59	0	0
3596	Reston	P.	3	141	88	15	29	33	..	77	2	..	..	265	88	46	..	..	17	..	..	119	..	..	..	83	17	3
3710	St. Abbs	P.	5	133	82	17	23	31	..	71	2	..	..	249	74	44	..	..	16	..	..	114	..	..	..	72	8	0
	Coldstream. (364)																										
44	Coldstream	P.	5	421	281	46	90	87	25	248	6	1	1	878	354	164	..	..	62	..	..	244	4	50	..	318	2	6
374	Hirsel-Law	P.	3	120	56	5	17	26	..	48	1	1	..	324	64	36	..	40	14	..	12	159	..	..	..	67	8	0

List of Schools aided from Parliamentary Grant— *Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Income of School Derived from Grant in Relief of Fees. £	Income of School Derived from Aid Grant to Voluntary Schools. £	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	Income of School Derived from General Aid Grant. Paid on Average Attendance. £	Income of School Derived from Endowment. £	Income of School Derived from Voluntary Contributions. £	Income of School Derived from Rates. £	Income of School Derived from School Fees and Books sold to Children. £	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education. £	Income of School Derived from Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	BERWICK—*cont.*																									
	CRANSHAWS. (46)																									
3543	Cranshaws	P.	4	55	27	3	11	6	2	22	1	1	..	182	43	17	..	40	..	..	..	83	..	..	..	41 13 0
	DUNS. (512)																									
4427	Duns	P.	5	635	339	76	95	103	28	302	6	2	2	1075	389	191	..	..	72	..	..	396	28	..	..	382 15 1
3636	Millburn	P.	3	95	40	3	10	24	..	37	1	1	..	177	52	28	..	40	10	..	..	43	4	..	..	41 13 0
	EARLSTON. (317)																									
152	Earlston	P.	10	323	216	38	69	89	..	196	4	1	1	683	231	127	..	..	31	..	..	288	..	..	6	215 19 3
559	Mellerstain	..	6	52	13	1	5	4	..	10	p	..	..	65	27	7	2	..	3	..	26	..	..	..	..	25 6 0
	ECCLES. (279)																									
463	Birgham	P.	1	88	38	4	15	15	..	34	1	..	..	180	42	22	..	..	6	..	..	108	..	..	3	37 10 9
58	Eccles	P.	1	120	97	12	30	40	..	82	2	..	..	273	102	57	..	..	14	..	..	100	..	..	..	90 11 0
356	Leitholm	P.	1	143	90	17	23	42	..	82	2	..	..	261	101	51	..	..	13	..	..	93	..	..	2	89 18 0
	EDROM. (232)																									
2949	Allanton	P.	3	115	73	13	26	25	..	64	1	1	..	262	67	37	..	40	14	..	..	106	..	..	..	69 6 9
2487	Edrom	P.	3	172	82	10	25	38	..	73	1	1	..	273	80	43	..	..	16	..	..	134	..	..	..	81 15 9
1169	Sinclair's Hill	P.	3	100	41	5	13	17	..	35	1	1	..	204	52	23	..	40	9	..	..	81	..	..	..	48 4 9
	EYEMOUTH § 67. (496)																									
3902	Eyemouth	P.	5	604	634	171	178	186	26	561	7	5	3	1379	642	340	..	..	127	..	..	254	14	..	2	637 12 6
	FOGO. (84)																									
69	Fogo	P.	3	96	73	9	25	30	..	64	2	..	..	301	84	41	..	..	15	..	..	160	..	..	..	80 12 0
	FOULDEN. (75)																									
3848	Foulden	P.	3	72	57	8	19	25	..	52	1	1	..	204	58	32	..	50	12	..	..	52	..	..	..	57 6 3
	GORDON. (172)																									
662	Gordon	P.	3	194	118	18	30	56	..	104	3	..	..	399	132	71	..	..	27	..	..	156	11	..	2	117 5 0
	GREENLAW. (180)																									
131	Greenlaw	P.	5	292	158	34	42	53	12	141	3	1	..	491	180	88	..	30	33	..	..	160	..	..	..	168 13 9

	HUME AND STITCHELL. (106)																											
484	Hume	P.	1	97	52	11	18	21	..	46	2	..	..	185	56	31	..	50	7	..	..	89	..	..	..	56	0	0
563	Stitchell	P.	1	140	49	8	17	17	..	42	2	..	..	193	50	24	..	..	6	..	..	112	..	..	..	54	10	2
	HUTTON. (147)																											
165	Hutton	P.	3	122	74	11	19	32	..	63	1	1	..	209	77	42	..	..	16	..	..	75	..	..	..	68	6	6
3481	Paxton	P.	3	95	59	13	15	23	..	51	2	..	..	235	64	35	..	50	13	..	..	72	..	..	..	55	10	3
	LADYKIRK. (50)																											
266	Ladykirk	P.	3	110	43	6	13	19	..	38	1	..	..	204	36	21	..	..	8	..	..	138	..	..	..	39	6	0
	LANGTON. (66)																											
267	Langton	P.	3	129	83	28	27	27	..	77	1	1	..	274	76	43	..	40	16	..	..	95	4	..	..	81	15	9
	LAUDER. (246)																											
2929	Cleikhimin	P.	2	70	25	3	7	13	..	23	1	..	..	102	29	10	..	..	..	..	..	68	..	..	..	40	13	3
2516	Lauder	P.	2	296	189	24	56	59	29	168	4	..	2	758	250	110	..	..	41	..	..	816	..	30	6	233	18	9
	LEGERWOOD. (90)																											
678	Legerwood	P.	2	103	60	8	16	30	..	54	1	1	..	210	83	38	..	40	15	..	..	34	..	..	..	70	0	6
	LONGFORMACUS. (39)																											
2890	Longformacus	P.	4	66	29	4	13	7	..	24	1	..	..	129	42	16	..	..	6	..	..	65	..	..	..	38	14	0
	MERTOUN. (106)																											
3296	Mertoun	P.	1	159	70	11	21	29	..	61	2	..	..	272	80	40	..	..	10	..	..	120	..	..	21	72	16	0
	MORDINGTON (49)																											
4083	Mordington	P.	3	57	61	11	20	17	..	48	1	1	..	159	53	29	..	40	11	..	..	26	..	..	..	52	13	3
	NENTHORN. (101)																											
1693	Nenthorn	P.	1	105	52	6	19	21	..	46	2	..	..	203	54	25	..	40	6	..	..	76	1	..	..	60	15	3
	POLWARTH. (47)																											
580	Polwarth	P.	3	50	41	5	12	20	..	37	1	1	..	305	49	20	..	40	7	..	..	186	..	..	8	54	16	6
	SWINTON. (146)																											
366	Swinton	P.	3	221	137	21	32	58	4	115	3	1	..	371	139	74	..	30	28	..	..	100	..	..	..	133	4	6
	WESTRUTHER. (87)																											
6372	*Gateside*	P.	2	60	20	7	16	5	..	28	1	..	..	89	42	17	..	..	6	..	..	24	..	..	..	42	16	0
4240	Westruther	P.	2	128	62	5	19	29	..	53	2	..	..	227	76	35	..	50	13	..	..	53	..	..	..	69	7	3
	WHITSOME. (88)																											
53	Whitsome	P.	3	150	90	18	28	27	6	79	2	1	..	302	90	32	..	40	18	..	..	121	..	..	1	93	7	3
	TOTAL			8124	4969	914	1485	1781	177	4357	101	32	13	16336	5432	2718	7	1040	965	1	97	5837	98	80	61	5277	1	0
	BUTE.																											
	CUMBRAE. (286)																											
3631	Cumbrae	P.	4	302	213	34	72	59	19	184	5	..	..	756	224	111	..	..	42	..	..	368	11	..	..	245	14	3
	KILBRIDE. (385)																											
3000	Brodick	P.	4	153	80	9	32	21	6	68	3	..	..	247	75	41	..	..	16	..	..	115	..	..	..	74	11	3
3986	Corrie	P.	4	101	90	16	25	34	3	78	2	..	..	374	92	47	..	..	18	..	..	218	..	..	..	95	12	6

List of Schools aided from Parliamentary Grant—*Continued.*

						ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					NUMBER OF TEACHERS.				INCOME OF SCHOOL DERIVED FROM													
								Above 10.										General Aid Grant.								Annual Grant paid at end of School Year 1906-1907.		
Official Number.	NAME OF SCHOOL BOARD DISTRICT (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Under 7 (Infants).	Above 7 and under 10 (Jun'or Divisio.).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	In Respect of Additional Staff or Gaelic Speaking Teachers. £	Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	£	s.	d.
	BUTE—*cont.*																											
	KILBRIDE—*cont.*																											
2500	Lamlash	P.	4	173	126	12	35	47	18	112	3	..	1	336	152	67	..	40	25	..	..	52	..	..	..	151	16	6
1198	Whiting Bay	P.	4	105	53	1	15	28	..	44	2	..	..	176	58	32	..	50	12	..	..	24	..	..	..	46	14	0
	KILMORY. (390)																											
4328	Dougarie	P.	4	52	23	2	6	11	1	20	1	..	..	140	41	13	..	..	5	..	..	81	1	..	..	38	16	3
4377	Kilmory	P.	4	116	97	6	22	43	7	78	2	..	1	221	114	50	..	..	19	..	..	34	5	..	..	111	10	0
1171	Little Mill	P.	4	90	48	5	16	18	3	42	2	..	..	207	60	25	..	..	9	..	..	110	3	..	..	60	11	6
4376	*Lochranza*	P.	4	100	50	7	13	17	4	41	1	1	..	176	66	26	..	..	10	..	..	74	..	..	..	63	19	3
930	Penrioch	P.	4	60	57	6	18	22	4	50	1	1	..	183	67	28	..	50	11	..	..	27	..	..	..	70	12	6
4455	Shiskine	P.	4	145	83	6	30	30	3	60	2	..	..	212	83	45	..	..	17	..	..	66	..	..	..	81	13	6
3751	Sliddery	P.	4	64	26	3	8	9	..	20	1	..	..	111	35	11	..	..	4	..	..	61		..	..	36	19	9
	KINGARTH. (204)																											
859	Birgidale	P.	3	50	16	4	9	1	2	16	1	..	..	116	33	10	..	..	4	..	..	69	..	..	..	34	14	3
612	Kerrycroy	P.	3	70	33	5	10	14	..	29	1	..	..	147	32	17	..	..	7	..	..	87	..	..	4	32	18	0
5	Kingarth	P.	3	120	74	12	21	29	7	69	2	..	..	286	90	43	..	50	16	..	..	80	..	..	8	86	13	3
6426	Mount Stuart	R.C.	3	63	21	2	6	10	2	20	1	..	..	123	33	16	4	..	6	..	64	..	..	..	..	25	6	6
	NORTH BUTE. (286)																											
4325	Ballianlay	P.	3	74	32	4	10	12	..	26	1	..	..	130	38	15	..	..	6	..	..	72	..	..	..	38	17	6
1069	Kildavanan	P.	3	45	24	5	8	8	..	21	p	..	..	93	39	13	..	..	5	..	..	87	..	..	..	37	16	0
140	North Bute	P.	3	195	110	22	43	29	..	94	3	..	..	277	109	60	..	40	23	..	..	45	..	..	..	101	7	3
	ROTHESAY (Burgh). (1683)																											
3586	¶ Academy and Thomson's Institution	P.	6	518	230	30	61	118	..	209	8	1	2	1016	248	123	..	..	46	..	..	391	204	..	3	246	14	10
3586 H.G	¶ Academy and Thomson's Institution, H. G.	HGP	6	461	93	..	..	..	85	85	3	1	..	1250	334	50	..	..	19	113	..	330	97	300	8	336	1	10
4186	Rothesay	P.	3	1166	1003	152	322	413	21	908	17	..	4	2433	1095	551	..	..	207	..	..	568	12	..	..	1090	0	6
4180	St. Andrew's	R.C.	3	260	216	32	93	71	..	196	3	..	2	432	208	111	28	..	42	..	94	..	..	..	..	222	9	3
	TOTAL			3483	2798	375	875	1044	185	2479	66	4	10	9491	3326	1504	82	230	565	113	157	2909	333	300	22	3331	10	5

CAITHNESS.

	BOWER § 67. (309)																											
2980	*Barrock*	P.	2	184	88	11	26	30	9	76	3	..	..	274	117	48	..	40	18	..	..	51	..	..	..	119	7	6
837	Bower	P.	2	125	77	11	19	31	..	61	1	..	1	215	90	36	..	..	13	..	..	76	..	..	..	91	16	9
4765	Gillock	P.	2	45	36	6	11	16	..	33	1	..	..	94	46	18	..	..	6	..	..	24	..	..	..	52	16	6
562	*Stanstill*	P.	2	78	50	9	13	20	3	45	2	..	..	191	74	26	..	50	10	..	..	31	..	..	..	76	14	6
278	Stemster	P.	2	118	50	6	13	24	..	43	1	..	..	197	69	24	..	..	9	..	..	94	..	..	..	71	9	6
	CANISBAY. (324)																											
818	Canisbay	P.	3	142	74	12	22	24	4	62	2	..	1	294	96	44	..	40	16	..	..	98	..	..	..	102	17	0
3144	Freswick	P.	3	90	45	9	13	17	..	39	1	..	..	189	58	22	..	..	8	..	..	50	..	..	..	60	1	3
2533	John O'Groats	P.	3	110	57	14	17	20	..	51	1	..	..	205	57	29	..	..	11	..	..	108	..	..	..	65	6	6
766	Mey	P.	3	105	67	11	21	23	1	56	1	1	1	250	69	31	..	40	11	..	..	99	..	..	..	68	11	4
4122	Stroma	P.	3	108	78	18	22	24	..	64	1	..	1	160	81	36	..	..	14	..	..	29	..	..	..	81	11	0
	DUNNET § 67. (224)																											
1868	Cross Roads	P.	1	185	89	14	19	33	10	76	3	..	..	316	102	47	..	40	12	..	..	114	..	..	..	110	8	3
734	Dunnet	P.	1	154	61	10	23	15	5	53	2	..	..	200	70	31	..	50	8	..	..	42	..	..	..	78	12	9
2862	Greenland	P.	1	68	51	8	17	17	..	42	1	..	..	100	60	23	..	..	5	..	..	11	..	..	..	69	1	3
	HALKIRK. (474)																											
5295	Banniskirk	P.	12	54	27	4	12	6	..	22	1	..	..	89	42	15	..	..	4	..	..	28	..	..	..	87	12	6
1222	Calder	P.	12	120	32	5	7	14	..	26	1	..	..	121	52	14	..	..	5	..	..	43	..	..	..	62	7	9
2222	Halkirk	P.	6	283	120	12	37	48	..	97	3	..	2	315	45	65	..	30	24	..	..	151	..	..	..	150	12	6
2222 HG	Halkirk, H.G.	HGP	6	106	30	..	..	..	27	27	1	1	..	402	84	17	..	..	6	..	..	225	..	70	..	119	16	1
919	Harpedale	P.	12	62	37	7	14	11	..	32	1	..	..	187	54	18	..	..	5	..	..	59	..	..	..	55	16	3
3268	Lieurary	P.	12	126	93	10	30	35	6	81	1	1	..	295	188	52	..	30	14	..	..	61	..	..	..	124	4	0
3386	Spittal	P.	12	133	89	16	28	30	3	77	1	1	1	167	106	47	..	..	11	..	..	2	..	..	..	114	8	6
742	Westerdale	P.	12	56	81	6	7	12	..	25	1	..	..	182	53	17	..	..	5	..	..	58	..	..	..	47	3	6
	KEISS § 67. (240)																											
891	Aukengill	P.	1	80	46	6	18	22	..	41	2	..	..	220	63	26	..	50	7	..	..	74	..	..	..	58	14	0
3205	Keiss	P.	1	213	162	31	39	50	18	138	4	..	1	483	241	59	..	30	23	35	..	11	..	60	..	221	17	0
	LATHERON § 67. (964)																											
1236	Achavanich	P.	1	60	16	2	3	9	..	14	p	..	..	81	32	9	..	..	2	..	..	38	..	..	..	32	10	0
4912	Berriedale	P.	1	36	32	6	15	5	3	29	1	..	..	89	39	16	..	..	4	..	27	2	..	..	..	40	16	3
284	Borgue	P.	1	150	35	12	11	9	..	82	1	..	..	146	42	23	..	..	5	..	..	77	..	..	..	47	10	3
1179	Braemore	P.	1	50	12	2	4	5	..	11	p	..	..	60	32	9	..	..	2	..	..	16	..	..	..	29	4	9
667	Bruan	P.	1	150	65	12	14	27	2	55	1	..	2	175	77	35	..	..	9	..	..	54	..	..	1	77	10	3
652	Dunbeath	P.	1	208	158	20	15	51	10	181	2	2	3	385	197	87	..	20	21	28	..	81	..	..	1	206	8	3
1463	Houstry	P.	1	51	23	3	10	10	..	23	p	..	..	64	42	14	..	..	3	..	..	5	..	..	..	43	6	0
2436	Latheron	P.	1	160	125	15	34	48	7	104	3	..	2	339	170	67	..	40	16	..	..	45	..	..	1	143	19	0
3283	Lybster	P.	6	223	172	44	56	50	..	150	2	1	3	341	179	88	..	..	23	..	..	46	..	..	..	210	3	6
3283 H.G	Lybster, H.G.	HGP	6	121	29	..	..	..	24	24	1	1	..	336	115	14	..	..	4	..	..	103	..	100	..	118	5	3
832	Newlands of Clyth	P.	1	150	103	10	27	47	..	84	2	..	2	228	117	50	..	..	13	..	..	49	..	..	..	111	19	3
566	Swiney	P.	1	157	108	20	20	41	4	85	1	1	2	226	116	53	..	..	13	..	..	45	..	..	..	117	18	0
1741	Wheel	P	1	120	39	9	15	8	..	32	p	..	..	102	58	20	..	..	5	..	..	19	..	..	..	55	6	6
	OLRIG § 67. (296)																											
308	Castletown	P.	6	172	125	25	45	49	..	119	3	..	1	385	161	71	..	..	23	..	..	104	..	..	17	172	11	3
308 HG	Castletown, H.G.	HGP	6	28	29	..	..	..	25	25	1	..	..	250	130	13	..	..	7	..	..	26	..	70	..	124	14	9
4641	Durran	P.	3	23	22	0	5	8	..	19	1	..	..	97	42	13	..	..	5	..	..	35	..	..	3	39	1	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	CAITHNESS—*cont.*																									
	OLRIG—*cont.*																									
549	*Murkle*	P.	8	116	62	5	15	22	10	58	1	1	1	259	88	22	..	40	12	..	..	85	..	..	12	98 18 6
309	Tain District	P.	8	60	30	6	8	10	..	24	1	..	..	67	46	14	..	..	5	..	..	..	..	..	4	45 1 6
2211	Olrig, Female	..	8	172	24	11	5	4	..	20	1	..	..	106	23	11	3	..	4	71	..	..	..	..	7	24 0 6
	REAY. (188)																									
4920	Brawlbin (*now closed*)	P.	8	34	10	2	4	2	..	8	1	..	..	63	27	5	..	..	2	..	..	29	..	..	..	25 1 6
1829	Brubster	P.	8	50	15	8	3	6	..	12	1	..	..	88	32	8	..	..	3	..	..	45	..	..	..	29 17 0
1615	Dounreay	P.	8	100	49	4	20	9	10	48	1	1	..	195	72	26	..	40	10	..	..	46	..	..	..	71 14 9
4009	Reay	P.	8	142	76	9	29	21	7	66	1	1	..	192	87	38	..	40	14	..	..	13	..	..	..	98 10 3
1114	Shebster	P.	8	50	12	1	4	5	..	10	1	..	..	60	28	7	..	..	2	..	..	22	..	..	..	28 2 9
	THURSO § 67. (1034)																									
2624	Forss	P.	1	52	49	6	15	21	..	42	1	1	..	165	65	22	..	..	6	..	..	58	..	..	15	69 17 3
4135	Janetstown Dist.	P.	1	92	22	2	6	11	..	19	1	..	..	87	42	13	..	..	3	..	..	21	..	..	8	40 2 3
38	Miller Institution	P.	6	462	294	105	44	103	..	252	7	..	2	839	517	214	..	..	80	..	..	..	..	..	150	376 12 5
38 HG	Miller Institution, H.G.	HGP	6	222	106	..	..	1	93	94	3	1	..	1018	479	64	..	..	24	127	..	225	..	100	..	438 7 1
4852	West	P.	6	489	385	5	186	147	..	338	6	1	..	792	161	148	..	—	56	..	..	381	..	..	97	447 5 7
731	Weydale Dist.	P.	1	96	34	1	11	16	..	28	1	..	..	109	52	15	..	..	4	..	..	26	..	..	11	52 6 6
	WATTEN § 67. (238)																									
2185	Gersa	P.	2	70	61	7	17	25	2	51	1	1	1	198	78	31	..	40	11	..	..	39	..	..	..	77 18 5
4872	Lanergill	P.	2	110	67	15	16	17	7	55	2	..	..	233	66	29	..	50	10	..	..	74	..	4	..	78 16 3
2640	West Watten	P.	2	133	68	11	24	23	1	59	2	..	..	256	76	35	..	50	18	..	..	82	..	..	..	77 2 3
	WICK (Burgh) § 67. (1563)																									
2388	Pulteneytown Academy	P.	6	578	583	..	12	509	..	521	14	1	6	1740	904	308	..	..	111	..	..	239	..	—	201	983 6 9
2388 HG	Pulteneytown Academy H G.	HGP	6	361	187	..	..	..	169	169	4	..	..	1886	763	107	..	..	40	..	..	302	..	100	74	622 16 6
1584	West Banks	P.	10	350	306	62	135	71	..	268	4	1	2	729	375	171	..	..	42	..	..	24	..	..	117	360 19 9
3590	Wick, North	P.	10	386	414	122	175	76	..	373	7	..	4	577	475	223	..	..	55	..	..	..	..	..	154	485 1 3
4560	Wick, South	P.	10	745	370	261	275	84	..	620	10	..	4	1329	753	489	..	..	80	..	..	..	..	..	241	782 19 8

	WICK (Landward). (714)																									
6446	Ackergill	P.	1	42	25	11	12	..	..	28	1	..	..	78	28	18	..	..	8	..	..	33	..	..	..	27 8 0
4002	Bilbster	P.	1	80	45	5	14	23	..	42	1	1	..	167	78	23	..	..	7	..	..	53	..	..	..	70 14 6
1434	Killimster	P.	1	160	79	9	22	36	5	72	2	1	..	287	114	43	..	40	11	..	..	80	..	..	..	90 16 10
2678	Staxigoe	P.	1	120	106	18	39	37	..	94	3	..	..	322	115	53	..	40	14	..	..	101	..	..	..	120 17 3
1068	Tannach	P.	1	80	27	7	5	12	1	25	1	..	..	107	46	15	..	50	4	..	..	..	..	..	..	43 4 6
4140	Thrumster	P.	1	200	88	12	32	32	3	79	2	1	..	316	121	45	..	40	18	..	..	98	..	..	..	108 9 0
1366	Whaligoe	P.	1	92	49	5	11	18	8	42	1	..	..	180	74	26	..	40	7	..	..	33	..	..	..	74 10 0
	TOTAL			10260	6526	1127	1872	2230	477	5706	141	21	48	20556	9205	3585	8	980	1065	261	27	4280	..	504	1118	9342 4 8
	CLACKMANNAN.																									
	ALLOA (Town) § 67. (2292)																									
302	¶Academy	P.	6	333	329	45	95	147	..	287	7	..	2	1170	420	211	..	..	79	..	..	227	232	..	..	335 9 11
202 H.G	¶Academy, H.G.	HGP	6	534	129	..	..	..	117	117	6	..	..	1671	625	85	..	..	82	..	..	398	295	230	7	513 12 5
86	Alloa (Burgh)	P.	5	500	477	87	152	171	23	433	8	1	2	1388	547	278	..	..	102	..	..	453	8	..	..	534 16 9
2180	Ludgate	P.	5	423	258	50	85	97	..	232	5	1	4	820	259	136	..	..	51	..	..	370	4	..	..	268 12 1
5282	Sunnyside	P.	5	809	794	175	239	283	33	730	15	1	5	2460	857	428	..	..	159	..	..	1008	19	..	..	911 18 1
2252	Alloa	E.	10	302	285	65	89	105	..	259	5	..	2	669	302	160	39	..	39	..	81	..	18	..	..	295 6 3
1729	St. Mungo's	R.C.	11	275	190	32	50	84	11	177	2	..	2	546	219	112	27	..	27	..	101	..	13	..	47	224 9 4
	ALLOA (Landward) § 67. (1118)																									
687	Alloa Parish	P.	10	377	339	..	109	193	11	313	7	..	..	990	585	287	..	..	71	..	..	86	10	..	..	376 15 11
6495	Fairfield	P.	10	320	200	118	56	..	..	174	2	1	1	394	..	118	..	..	..	..	..	278	8	..	..	178 0 0
2936	Sauchie	P.	10	380	222	42	73	65	15	195	5	..	2	684	248	118	..	..	81	..	..	277	9	..	..	286 18 1
2362	Tullibody	P.	7	295	220	46	77	69	9	201	4	1	1	627	241	126	..	..	47	..	..	206	6	..	1	284 18 7
	ALVA § 67. (1079)																									
2314	Alva Academy	P.	6	785	600	101	198	257	..	556	12	1	10	1726	661	318	..	..	126	..	..	405	..	..	216	660 11 6
2314 H.G	Alva Academy, H.G.	HGP	6	150	87	..	..	5	77	82	2	2	..	724	363	59	..	..	21	..	..	116	..	130	35	324 11 0
4406	Alva, Infants	..	10	220	114	76	24	..	..	100	3	..	1	299	102	68	15	30	15	..	19	..	..	..	..	108 11 6
2425	Menstrie	P.	3	250	174	43	56	61	2	162	3	2	..	557	198	112	..	..	..	..	..	221	4	..	22	178 8 11
	CLACKMANNAN § 67. (527)																									
18	Clackmannan	P.	6	401	338	68	112	107	18	305	6	2	2	1033	418	212	..	..	78	..	..	330	..	..	..	371 14 10
3123	Forestmill	P.	6	94	39	12	10	14	..	36	1	..	..	95	49	20	..	..	7	..	..	8	..	..	10	58 3 6
3209	Kennet	P.	6	121	60	15	24	17	..	56	2	..	..	196	56	32	..	50	12	..	..	32	..	..	14	59 9 9
	DOLLAR. (413)																									
4689	Dollar	P.	4	414	208	52	84	55	..	191	4	1	..	711	208	115	..	..	43	1	..	307	..	..	87	210 6 3
	TILLICOULTRY § 67. (990)																									
2158	Coalsnaughton	P.	10	292	238	88	79	86	..	208	5	..	2	721	244	131	..	..	32	..	..	232	3	..	79	230 5 0
2228	Tillicoultry	P.	10	677	615	102	197	199	67	565	13	..	4	1760	716	349	..	..	86	..	..	312	9	85	203	779 19 11
	TOTAL			7952	5911	1167	1809	2015	383	5374	117	13	40	19234	7264	3459	82	80	1060	1	202	5260	629	445	671	7077 9 7
	DUMBARTON.																									
	ARROCHAR. (91)																									
1150	Ardlui	P.	6	30	8	8	5	1	..	9	p	..	..	59	23	4	..	..	2	..	..	30	..	..	..	23 16 0
2962	Arrochar	P.	6	90	51	10	16	18	..	44	1	1	..	257	54	24	..	50	9	..	..	120	..	..	..	58 18 6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Jun or Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMBARTON—*cont.*																									
	BONHILL § 67. (2837)																									
3400	Alexandria, Main Street	P.	5	741	595	102	174	214	26	516	10	1	7	1438	660	320	..	..	120	..	..	333	5	..	..	642 3 8
4144	Bonhill	P.	5	494	526	107	163	163	13	446	8	1	5	1072	496	259	..	..	97	..	..	217	2	..	1	520 14 3
2443	Jamestown South	P.	5	563	546	102	190	163	18	473	7	3	6	1215	543	272	..	..	102	..	..	292	6	..	..	570 18 6
506	Vale of Leven Academy	P.	6	636	673	141	202	245	..	588	9	1	8	1351	687	358	..	..	132	..	..	166	9	..	..	682 19 10
506 H.G.	Vale of Leven Academy, H.G.	HGP	6	166	103	..	..	..	83	83	4	..	..	793	364	52	..	..	20	..	..	157	..	..	200	373 18 0
4250	Alexandria, St. Mary's	R.C.	9	411	486	85	103	211	..	399	5	2	2	925	445	248	62	..	62	..	80	..	28	..	..	437 15 9
	CARDROSS § 67. (1389)																									
4500	Cardross	P.	5	257	193	50	60	52	8	170	3	1	2	619	177	95	..	..	36	4	..	308	..	..	..	202 16 8
2193	Renton	P.	5	982	745	182	237	248	39	656	18	1	..	1906	818	390	..	..	146	..	..	552	..	..	..	797 8 10
6360	Renton, St. Martin's	R.C.	5	300	306	84	93	99	..	276	3	4	..	754	265	152	88	..	57	..	219	..	22	..	..	297 12 9
	CUMBERNAULD. (1087)																									
2432	Cumbernauld	P.	2	549	410	66	115	134	27	342	7	4	2	1036	136	227	..	..	81	..	..	280	..	10	1	428 7 2
4193	Drumglass	P.	2	196	141	27	45	55	..	127	2	1	1	360	128	73	..	..	26	..	..	132	..	..	1	140 9 9
2002	Southern District	P.	2	122	63	17	30	7	..	54	1	1	..	171	54	32	..	40	12	..	..	33	..	..	..	55 17 3
3305	South Muirhead Arns	P.	2	50	31	8	10	10	..	28	p	..	..	88	49	19	..	..	7	..	..	8	..	..	..	45 0 3
6443	Croy, Holy Cross	R.C.	2	296	345	82	121	109	..	312	3	2	1	809	334	188	46	..	..	..	219	..	23	..	..	335 16 3
	DUMBARTON (Burgh) § 67. (4108)																									
3818	¶Academy	P.	6	362	236	28	72	112	..	212	8	..	3	1062	368	161	..	..	56	..	..	225	217	..	45	255 14 6
3818 H.G.	¶Academy, H.G.	HGP	6	364	145	..	..	1	127	1 8	4	..	..	1365	496	69	..	..	16	100	..	154	98	398	24	530 10 9
423	College Street	P.	4	998	994	175	355	401	..	931	18	..	5	2543	1070	559	..	..	209	..	..	698	1	..	6	1068 10 5
4575	Knoxland	P.	4	1198	901	176	296	344	..	816	17	4	1	2457	832	465	..	..	174	..	..	935	..	..	..	931 7 2
6523	*Supplementary	P.	4																							
2802	West Bridgend	P.	4	826	697	135	248	262	..	645	12	2	4	1837	684	365	..	..	137	..	..	647	..	..	3	781 1 10
2197	Dumbarton	R.C.	9	1302	1178	278	367	375	22	1042	14	3	2	2154	1057	615	153	..	153	..	136	..	40	..	..	1159 12 9
	KILMARONOCK. (148)																									
1427	Ardoch Bridge	P.	6	130	57	11	17	20	8	56	2	..	..	208	59	28	..	40	10	..	..	66	..	..	..	73 2 6
6521	Croftarnie	P.	6	120	47	6	13	18	5	42	1	1	..	229	45	24	..	40	9	..	..	111	..	..	..	53 5 0

	KIRKINTILLOCH(Town)§67(2157)																											
3238	Lairdsland	P.	5	980	799	139	236	282	24	681	11	2	5	1839	805	419	..	..	157	..	..	458	..	..	..	789	6	4
2073	¶*Lenzie Academy*	P.	6	302	176	11	55	77	..	148	4	2	1	598	189	100	..	..	88	..	..	73	191	..	8	168	13	0
2073 H.G	*Lenzie Academy, H.G.*	HGP	6	150	149	..	..	..	128	128	5	..	..	1181	433	75	..	..	28	..	..	279	..	347	20	485	18	7
2092	Townhead	P.	5	952	896	140	288	287	40	755	16	..	6	2254	914	454	..	..	170	..	..	716	..	..	..	909	6	1
483	Kirkintilloch	R.C.	5	374	473	77	153	145	5	380	5	3	1	985	364	220	55	..	82	..	248	..	17	..	..	426	9	3
	KIRKINTILLOCH(Landw'd) (704)																											
875	*Condorrat*	P.	4	303	209	50	60	52	6	168	3	1	..	450	202	104	..	..	39	..	..	105	..	..	..	192	11	6
1025	Gartconner	P.	4	306	181	29	58	61	9	157	4	1	1	561	196	98	..	..	37	..	..	230	..	..	..	185	17	3
4646	Twechar	P.	4	339	272	52	87	90	10	239	6	1	..	763	286	148	..	..	55	..	..	274	..	..	..	279	6	1
	LUSS. (89)																											
6275	Glendouglas	P.	6	20	10	2	4	3	..	9	1	..	..	91	25	7	..	..	2	..	..	57	..	..	..	24	2	0
2153	Luss	P.	6	93	65	5	21	26	6	58	2	..	..	246	86	38	..	50	14	..	..	58	..	..	..	86	6	9
958	Muirland	P.	6	75	40	6	12	12	6	36	1	..	..	115	54	22	..	..	8	..	..	32	..	..	..	63	0	0
	NEW or EAST KILPATRICK(2158)																											
4243	Craigton	P.	2	111	63	11	21	29	..	61	2	..	..	251	81	33	..	50	14	..	..	72	1	..	..	77	12	9
6496	Drumchapel	P.	2	208	88	22	30	20	..	72	2	..	..	314	79	43	..	..	16	..	..	171	..	..	6	77	1	0
2121	Garscadden	P.	2	200	139	20	45	50	..	115	3	1	..	501	118	64	..	30	24	..	..	262	..	..	2	128	2	6
2664	Milngavie	P.	2	718	663	94	221	221	23	559	10	4	2	1791	677	369	..	..	132	..	..	601	8	..	5	653	6	3
2347	New Kilpatrick	P.	6	403	289	55	91	88	23	257	6	1	1	904	302	160	..	..	60	2	..	349	1	..	31	290	16	3
2347 H.G	New Kilpatrick, H.G.	HGP	6	120	69	..	..	..	60	60	1	..	..	498	179	26	..	..	10	..	..	70	..	218	..	244	12	0
6411	Temple	P.	2	560	647	105	250	203	20	578	11	2	2	1680	644	355	..	..	126	..	..	543	9	..	3	673	8	9
4179	Milngavie	R.C.	2	189	185	46	60	53	..	159	3	1	..	849	175	104	23	..	..	..	38	..	9	..	..	168	16	9
	OLD or WEST KILPATRICK § 67. (5724)																											
6526	†Boquhanran	P.	3																									
120	Clydebank	P.	6	1816	1705	270	524	599	50	1518	29	1	1	4557	1671	1169	..	..	329	..	..	1090	..	228	71	1798	8	4
120HG	Clydebank H.G.	HGP	6	282	180	..	..	..	111	111	6	1	..	1050	449	103	..	..	29	..	..	469	..	..	..	429	17	2
1376	Dalmuir	P.	3	627	734	134	257	230	15	636	14	1	..	2023	540	279	..	..	105	..	..	1095	3	..	2	727	8	6
2986	Duntocher	P.	3	439	309	84	138	126	18	366	8	1	..	1357	423	221	..	..	83	..	..	629	..	..	..	440	2	0
6009	Elgin Street	P.	3	1234	863	174	277	326	24	801	18	2	..	2808	966	488	..	..	188	..	..	1162	9	..	..	940	13	0
2318	Gavinburn	P.	3	599	482	108	145	172	17	442	9	2	1	1307	489	248	..	..	93	..	..	470	5	..	8	537	14	8
2924	Milton	P.	3	340	115	23	35	48	..	106	4	1	..	818	123	65	..	40	24	..	..	564	..	..	2	125	6	6
6873	Radnor Park	P.	3	988	1015	139	347	342	24	902	19	..	..	2576	793	416	..	..	156	..	..	1199	8	..	4	1048	6	10
4680	Clydebank, Our Holy Redeemer's	P.C.	9	888	839	153	302	324	6	785	11	5	..	1559	808	436	110	..	110	..	85	..	85	..	..	862	2	0
4358	Duntocher, St. Mary's	R.C.	4	391	479	134	113	178	..	425	4	3	..	918	896	241	60	..	90	..	87	..	43	..	..	423	17	4
	ROSENEATH. (282)																											
3451	Kilcreggan	P.	3	176	108	14	31	37	11	93	3	..	..	377	106	58	..	40	22	..	..	151	..	..	..	102	18	6
1745	Peaton	P.	3	25	13	2	6	3	..	11	1	..	..	79	28	7	..	..	3	..	..	42	..	..	..	26	2	0
4181	Roseneath	P.	3	150	81	9	25	36	3	73	2	..	1	482	91	46	..	..	17	..	..	328	..	..	..	87	4	6
	ROW. (1937)																											
3148	Garelochhead	P.	6	127	100	12	34	39	2	87	2	1	..	428	109	53	..	40	20	..	..	204	..	..	2	99	7	9
1622	Glenfruin	P.	6	75	10	2	3	4	..	9	1	..	..	82	26	6	..	..	2	..	..	48	..	..	..	24	17	3
6475	Helensburgh, Clyde Street	P.	6	553	409	62	130	148	23	363	8	1	..	1229	437	208	..	..	80	..	..	489	..	..	16	459	15	8
4448	¶Helensburgh Hermitage	P.	6	393	297	30	99	137	..	266	7	1	3	1068	311	157	..	..	60	..	..	304	236	..	..	321	0	3
4448 H.G	¶Helensburgh Hermitage, H.G.	HGP	6	158	105	..	..	..	99	99	3	1	..	920	353	59	..	..	21	..	..	189	97	200	..	415	19	0
111	Row	P.	6	200	118	20	37	48	..	105	3	1	..	472	118	59	..	30	23	..	..	242	..	..	..	116	3	3
3997	Shandon	P.	6	40	23	10	11	1	..	22	1	..	..	74	22	14	..	..	5	..	..	32	..	..	..	21	2	0

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* New School, Grant to run as from 1st May, 1907.

† New School—Grant to run as from 1st October, 1906.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from Annual Grant, 1905-1906.	Income of School Derived from Grant in Relief of Fees.	Income of School Derived from Aid Grant to Voluntary Schools.	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	Income of School Derived from General Aid Grant. Paid on Average Attendance.	Income of School Derived from Endowment.	Income of School Derived from Voluntary Contributions.	Income of School Derived from Rates.	Income of School Derived from School Fees and Books sold to Children.	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education.	Income of School Derived from Other Sources.	Annual Grant paid at end of School Year 1906-1907.
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMBARTON—*cont.*																									
	Row—*cont.*																									
1720	Helensburgh St. Joseph's	R.C.	9	287	264	62	77	85	..	224	3	3	..	610	262	147	36	..	36	..	120	..	8	..	..	241 8 9
3359	Helensburgh Trinity	E.	11	239	194	38	68	57	6	169	2	2	..	467	214	111	28	..	28	..	31	..	2	..	..	189 2 3
	TOTAL			27513	23384	4219	7853	7901	1145	20618	408	79	71	65334	24736	12420	611	450	4217	105	1263	18520	1184	1395	456	25777 18 11
	DUMFRIES.																									
	ANNAN. (1165)																									
112	¶Academy	P.	6	379	227	37	71	92	..	200	5	2	1	577	226	82	..	..	46	..	..	53	170	..	..	280 2 3
112 H.G	Academy H.G.	HGP	6	132	67	..	..	..	56	56	3	..	..	697	251	28	..	..	15	99	..	118	..	165	22	147 4 0
193	Annan	P.	9	1204	879	176	287	303	40	806	14	4	13	1963	911	465	..	..	116	..	..	470	..	..	..	960 8 4
4310	Breconbeds	P.	9	160	144	17	50	56	..	123	2	1	..	329	140	77	..	..	19	..	..	93	..	..	..	135 11 0
3116	Annan, St. Columba's	R.C.	9	80	60	21	14	18	..	53	1	1	..	218	54	32	8	40	8	..	70	..	3	..	..	55 6 6
	APPLEGARTH & SIBBALDBIE (143)																									
76	Sandyholm	P.	5	90	81	21	26	18	5	70	1	..	1	177	76	42	..	..	16	..	..	43	..	..	..	76 13 3
3357	Sibbaldbie	P.	5	66	39	6	14	17	..	37	1	..	..	142	47	22	..	..	8	..	..	66	..	..	..	48 2 0
	BRYDEKIRK. (173)																									
3002	Brydekirk	P.	9	229	145	35	46	44	10	135	2	2	..	382	157	90	..	..	22	..	..	106	5	..	2	161 6 6
	CANONBIE. (399)																									
571	Canonbie	P.	4	350	156	14	40	70	4	128	4	..	..	498	150	80	..	..	30	..	..	238	..	..	..	148 14 6
4120	Gilnockie	P.	4	91	47	9	16	17	..	42	1	..	..	128	47	26	..	..	10	..	..	44	..	..	..	45 9 9
664	Glenzier	P.	4	70	57	10	17	21	..	48	1	..	..	140	66	32	..	..	12	..	..	30	..	..	..	62 12 9
569	Harlaw	P.	4	72	46	5	9	24	..	38	1	..	..	133	42	23	..	..	9	..	..	59	..	..	..	42 13 6
624	Rowanburn, Infant	P.	4	99	43	26	14	..	..	40	1	..	..	98	43	26	..	..	10	..	..	15	..	..	..	40 15 0
	CAERLAVEROCK. (161)																									
2818	Glencaple	P.	5	110	67	16	17	25	..	58	1	1	..	195	67	37	..	40	14	50	..	..	..	..	..	62 7 3
3977	Hutton Hall	P.	5	186	104	18	27	36	12	93	3	..	..	476	187	88	..	40	23	200	..	..	..	..	..	127 13 1

	CLOSEBURN. (246)																											
4359	Closeburn	P.	11	66	39	11	12	10	..	33	1	..	..	121	87	23	..	..	5	..	..	44	..	..	12	84	13	6
1614	*Gubhill*	P.	6	44	22	3	7	7	..	17	p.	..	..	71	28	4	..	..	3	..	..	36	..	..	..	34	14	6
77	Wallace Hall Academy	..	6	398	223	38	51	67	39	195	5	2	4	1106	325	84	32	..	48	449	..	..	4	116	49	323	12	7
	CUMMERTREES. (144)																											
2323	Cummertrees	P.	5	190	94	18	21	33	6	78	1	2	..	283	87	43	..	30	16	..	..	107	..	..	..	94	10	0
387	Trailtrow	P.	5	58	33	6	10	10	..	26	1	..	..	100	47	20	..	..	8	..	..	25	..	..	..	38	0	6
	DALTON. (90)																											
4183	Dalton	P.	5	130	87	19	25	26	..	70	1	1	..	221	77	43	..	..	16	..	..	84	..	..	..	78	3	9
	DORNOCK. (199)																											
915	Dornock	P.	10	180	152	27	49	56	..	132	2	1	..	353	142	79	..	..	20	..	..	111	..	..	..	143	9	6
	DRYFESDALE. (610)																											
238	Lockerbie Academy	P.	6	565	532	102	167	212	..	481	9	..	10	1321	571	285	..	..	107	..	..	358	..	..	..	582	6	7
238 H.G.	Lockerbie Academy, H.G.	H.G. P.	6	155	129	..	..	1	116	117	5	..	..	883	404	58	..	..	22	..	..	227	..	171	..	472	13	5
	DUMFRIES (Burgh). (2457)																											
2703	George Street	P.	4	602	378	61	100	139	14	314	8	2	..	1142	360	193	..	..	72	..	..	482	36	..	..	368	10	0
824	Loreburn Street	P.	4	634	575	114	155	185	44	498	9	3	3	1552	681	323	..	..	121	..	..	385	42	..	..	622	0	3
2770	St. Michael Street	P.	4	592	566	118	189	189	..	496	9	..	3	1343	620	325	..	..	122	..	..	239	38	..	..	564	13	5
2876	St. John's	E.	1	344	308	63	95	94	..	252	3	..	2	629	300	159	42	..	41	..	96	..	33	..	4	281	7	5
2549	St. Andrew's	R.C.	4	874	523	112	171	187	..	470	6	5	..	1304	536	292	73	..	110	..	266	..	28	..	..	515	1	9
	DUMFRIES (Landward) § 67 (898)																											
22	Brownhall	P.	11	160	101	23	34	34	..	91	2	..	1	320	111	57	..	..	15	..	..	127	6	..	4	108	13	4
3560	Catherinefield	P.	11	159	139	37	43	47	..	127	2	1	..	392	126	73	..	..	18	..	..	161	15	..	..	185	6	9
1087	Noblehill	P.	11	940	586	83	212	199	29	528	10	1	5	1454	620	292	..	..	75	..	..	428	34	..	4	651	13	2
	DUNSCORE. (178)																											
381	Burnhead	P.	12	96	50	9	12	22	..	48	1	..	..	154	54	29	..	..	7	1	..	63	..	..	..	47	2	6
393	Dunscore Village	P.	12	148	112	24	29	40	..	93	2	1	..	227	101	60	..	..	14	3	..	49	..	..	..	100	5	6
424	Glenesslin	P.	12	59	29	5	13	8	..	26	1	..	..	136	36	16	..	..	4	5	..	74	..	..	..	86	6	0
	DURISDEER. (220)																											
115	Birleyhill	P.	6	106	65	9	28	23	..	55	1	..	1	202	70	32	..	..	12	2	..	86	..	..	..	73	4	3
149	Durisdeer	P.	6	103	70	11	15	30	..	56	1	1	..	247	64	35	..	..	13	..	..	135	..	..	..	61	13	0
631	Enterkinfoot (*Now a Public School*)	..	4	47	24	2	9	10	..	21	1	..	..	88	38	12	3	..	5	..	30	..	..	..	..	38	7	0
	ESKDALEMUIR. (83)																											
417	Davington	P.	10	58	22	3	7	7	..	17	1	..	..	155	30	7	..	..	2	..	..	116	..	..	..	33	10	9
4279	Esdalemuir	P.	10	100	32	5	8	15	..	28	1	..	..	152	41	15	..	..	4	..	..	92	..	..	..	44	0	0
	EWES. (46)																											
19	Ewes	P.	10	60	40	2	16	17	..	35	1	..	..	162	50	21	..	..	5	..	..	85	..	..	..	51	10	0
	GLENCAIRN. (309)																											
3707	*Craigmuie Combination*	P.	6	40	14	2	5	5	..	12	1	..	..	80	33	11	..	..	4	..	..	32	..	..	..	27	6	0
398	Crossford	P.	6	78	61	9	14	28	..	51	1	1	..	205	71	33	..	..	52	..	..	49	..	..	..	66	8	0
396	Moniaive	P.	6	280	145	18	34	64	11	127	3	1	..	456	172	85	..	30	32	..	..	136	..	..	1	156	5	0
	GRETNA. (258)																											
163	Gretna	P.	10	155	120	28	47	30	..	100	1	2	..	380	105	40	..	..	15	..	..	221	..	..	..	106	17	0
81	Mount Pleasant	P.	10	160	81	16	26	25	..	67	1	1	..	816	81	32	..	..	11	..	..	192	..	..	..	73	4	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMFRIES—*cont.*																									
	Halfmorton. (46)																									
93	Halfmorton	P.	10	148	88	11	10	17	..	38	1	1	..	228	50	30	..	40	6	..	..	102	..	..	..	50 16 9
	Hoddam. (282)																									
4469	Hoddam	P.	10	294	223	47	73	74	..	194	2	1	3	484	210	111	..	..	28	..	..	131	..	..	4	211 3 0
	Holywood. (165)																									
3189	Holywood	P.	11	152	119	23	38	44	..	105	2	1	..	339	115	64	..	..	15	..	..	142	..	..	3	113 16 0
3999	Speddoch	P.	11	32	18	3	6	5	..	14	1	..	..	83	30	10	..	..	2	..	..	42	..	..	..	30 1 9
4000	Steilston	P	11	62	50	13	16	15	..	44	1	..	..	124	49	23	..	..	6	..	..	46	..	..	..	56 14 8
	Hutton and Corrie. (149)																									
467	Corrie	P.	12	120	55	7	19	24	..	50	2	..	..	239	73	31	..	50	8	..	..	78	..	..	..	71 12 0
4362	Hutton	P.	12	97	78	10	23	38	..	71	2	..	..	232	93	41	..	..	11	..	..	88	..	..	..	89 16 0
	Johnstone. (135)																									
536	Cogrieburn	P.	10	58	23	5	8	8	..	21	1	..	..	85	40	14	..	..	3	..	..	27	..	..	..	37 12 0
3520	Goodhope	P.	10	73	21	2	7	11	..	20	1	..	..	141	34	13	..	..	3	..	..	90	..	..	..	32 7 9
65	Johnstone	P.	10	110	79	13	30	20	7	70	1	1	..	210	77	33	..	..	11	..	..	88	..	..	1	76 0 3
	Keir. (75)																									
3702	Lower	P.	6	86	48	10	14	14	2	40	1	1	..	152	47	21	..	38	7	..	..	39	..	..	..	55 13 6
3163	Upper	P.	6	100	42	7	16	15	..	38	1	1	..	189	40	23	..	40	8	..	..	28	..	..	..	41 6 3
	Kirkconnel. (283)																									
1937	*Cairn Combination*	P.	6	44	14	5	4	4	..	13	1	..	..	69	26	6	..	..	2	..	..	64	..	..	..	27 18 0
4340	Kirkconnel	P.	6	290	249	50	73	77	11	211	4	1	..	594	236	138	..	..	49	..	..	171	..	..	..	242 8 3
	Kirkmahoe. (214)																									
4189	Dalswinton	P.	12	102	51	10	19	21	..	50	1	1	..	210	54	30	..	40	7	..	..	79	..	..	..	54 17 9
169	Duncow	P.	12	180	139	31	38	54	..	123	3	..	..	365	118	74	..	..	17	..	..	157	..	..	..	125 6 0
	Kirkmichael (174)																									
404	Garrel	P.	5	90	52	11	17	19	..	47	1	..	..	136	61	25	..	..	9	..	..	41	..	..	..	65 14 9
171	Nethermill	P.	5	129	83	11	26	35	3	75	1	1	..	285	90	49	..	..	18	..	..	128	..	..	..	83 12 6

	Kirkpatrick-Fleming. (302)																								
172	Gair	P.	10	80	54	6	21	17	..	46	1	..	..	205	50	38	..	..	7	1	..	109	..	..	..	49 19 3
4828	Kirkpatrick-Fleming	P.	10	270	233	40	64	75	6	194	5	..	..	564	217	156	..	..	20	8	..	150	..	..	..	217 16 6
	Kirkpatrick-Juxta. (180)																								
3662	Drumgree	P.	5	59	22	4	6	9	..	19	1	..	..	128	51	20	..	..	7	..	..	49	..	..	..	43 11 9
3877	Kirkpatrick-Juxta	P.	5	148	98	24	29	31	1	35	2	1	..	343	102	55	..	40	21	..	..	126	..	..	..	91 7 6
	Langholm § 67. (589)																								
2478	Langholm Academy	P.	6	782	459	88	154	147	27	416	9	..	5	1136	459	251	..	..	94	..	..	167	48	..	91	531 7 11
2478 H.G	Langholm Academy, H.G.	H.G. P.	6	100	71	..	..	..	63	63	2	1	..	799	362	51	..	..	19	..	..	217	22	128	..	255 18 2
1701	Wauchope	P.	6	40	20	4	10	6	..	20	1	..	..	89	33	10	..	..	4	..	..	43	..	..	..	36 16 6
	Lochmaben. (463)																								
247	Hightae	P.	10	145	89	17	30	33	..	80	1	1	..	206	84	46	..	..	12	..	..	65	..	..	..	87 11 3
3276	Lochmaben	P.	10	509	281	56	84	94	4	238	3	2	3	744	272	145	..	..	36	..	..	290	..	..	..	270 19 0
185	Templand	P.	10	126	121	25	40	46	..	111	1	2	..	225	105	57	..	..	14	..	..	50	..	..	..	122 0 0
	Middlebie. (367)																								
3672	Eaglefield	P.	10	155	149	33	41	58	..	132	2	1	1	203	..	49	..	..	..	..	..	153	..	..	..	145 3 0
2913	Hottsbridge	P.	10	112	106	9	33	40	..	82	2	..	..	229	91	60	..	12	..	..	..	75	..	..	..	91 1 6
176	Middlebie	P.	10	103	39	6	8	21	..	35	1	1	..	201	35	13	..	40	5	..	..	107	..	..	..	38 18 9
	Moffat. (517)																								
764	Academy	P.	6	473	340	64	104	133	8	304	5	3	4	900	353	172	..	..	68	..	..	308	..	..	..	353 13 0
764 H.G	Academy, H.G.	HGP	6	130	45	..	..	1	41	42	3	..	..	522	114	18	..	..	7	55	..	264	..	64	..	163 10 4
337	Annan Water	P.	6	44	14	1	6	6	..	13	1	..	..	79	12	6	..	..	2	..	..	59	..	..	..	14 9 6
4637	*Evan Water*	P.	6	60	33	2	13	11	..	26	1	..	..	101	42	17	..	..	6	..	..	37	..	..	..	41 18 0
545	Moffat Water	P.	6	40	26	4	6	11	..	21	1	..	..	108	40	14	..	..	5	..	..	43	..	..	..	36 14 0
	Morton. (321)																								
1566	*Gatelaw Bridge*	P.	6	78	64	13	17	23	..	53	1	1	..	171	59	82	..	40	12	..	..	27	..	..	..	58 3 9
31	Morton	P.	6	202	148	..	46	62	25	133	3	..	..	495	128	63	..	..	24	..	..	279	..	..	2	193 4 5
1363	Morton, Infant	P.	6	159	87	56	22	..	..	78	1	1	..	191	83	49	..	..	18	..	..	42	..	..	..	77 2 6
4525	Carronbridge, Duke of Buccleuch's	..	6	141	101	23	40	22	5	90	1	2	..	296	103	54	33	30	..	..	64	..	12	..	..	102 6 6
	Mouswald. (78)																								
3764	Mouswald	P.	5	135	88	18	25	38	..	81	2	..	..	262	79	41	..	..	16	..	..	123	..	..	..	79 17 4
	Penpont. (158)																								
2356	Penpont	P.	6	190	118	19	31	43	8	101	3	..	..	447	108	58	..	40	22	3	..	216	..	..	..	122 5 3
324	Woodside	P.	6	40	22	5	8	5	..	18	1	..	..	98	33	9	..	..	4	..	..	47	..	..	..	34 6 9
	Ruthwell. (145)																								
33	Ruthwell	P.	5	172	95	19	22	40	..	81	2	..	..	285	94	52	..	..	19	8	—	112	—	—	—	88 5 0
3646	Female Industrial	..	5	56	43	9	16	13	..	38	1	..	..	133	40	22	6	..	8	..	55	—	—	—	..	41 7 8
	St. Mungo. (96)																								
8	St. Mungo	P.	12	150	89	18	26	38	..	82	2	..	..	274	99	54	..	..	14	—	—	105	2	..	..	89 5 6
	Sanquhar. (628)																								
3354	Sanquhar	P.	4	568	444	83	123	151	16	373	7	1	2	1069	448	220	..	..	83	50	—	254	—	..	14	444 7 8
1225	Mennoch Bridge, Duke of Buccleuch's (*now a Public School*)	..	4	66	45	5	18	14	..	37	1	..	..	90	42	23	6	..	9	..	11	..	—	..	..	41 8 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s d.
	DUMFRIES—*cont.*																									
	SANQUHAR—*cont.*																									
1565	Wanlockhead - - - - (*now a Public School*)	..	6	169	109	20	29	49	..	98	2	..	..	289	114	59	15	..	23	..	79	..	..	..	..	108 11 9
	TINWALD. (143)																									
2670	Amisfield - - - - -	P.	11	167	110	24	31	35	..	90	1	1	..	208	89	50	..	..	18	..	..	29	..	27	..	86 9 9
2643	Shieldhill - - - - -	P.	11	68	35	7	12	12	..	31	1	..	..	101	42	15	..	..	4	..	..	16	1	24	..	48 18 6
	TORTHORWALD. (149)																									
3064	Collin - - - - - -	P.	11	136	102	14	32	41	..	87	2	..	1	262	100	49	..	..	13	..	..	96	3	..	..	100 7 3
3949	Torthorwald - - -	P.	11	100	85	12	24	32	..	68	1	1	..	260	79	48	..	..	11	..	..	119	2	..	..	74 12 0
	TUNDERGARTH. (85)																									
746	Tundergarth - - -	P.	12	140	79	10	20	42	..	72	1	1	..	225	94	41	..	..	11	..	..	79	..	..	1	91 5 6
	TYNRON. (59)																									
3558	Tynron - - - - - -	P.	6	36	16	2	5	7	..	14	1	..	..	116	32	10	..	..	4	..	..	70	..	..	..	30 9 9
782	Tynron, Endowed - -	P.	6	63	39	7	9	18	..	34	1	..	..	178	47	19	..	..	7	68	..	28	..	..	9	50 2 0
	WAMPHRAY. (79)																									
41	Wamphray - - - - -	P.	5	138	61	9	17	26	..	52	2	..	..	208	50	23	..	40	9	18	..	69	..	..	..	68 14 0
	WESTERKIRK. (85)																									
4904	Megdale - - - - -	P.	10	25	7	..	3	4	..	7	1	..	..	55	24	5	..	..	1	..	..	24	..	..	..	22 8 0
873	Westerkirk - - - - -	P.	10	106	64	4	21	31	..	56	1	1	..	218	84	35	..	..	9	..	..	89	..	..	..	77 19 9
	TOTAL - - -			19625	18147	2426	3930	4544	608	11508	241	66	63	38543	14399	6870	217	680	2284	1010	671	11164	498	695	221	14491 19 0
	EDINBURGH.																									
	BORTHWICK. (274)																									
3804	Borthwick - - - - -	P.	2	193	154	24	45	48	5	122	2	1	..	288	128	75	..	..	96	..	..	57	2	..	..	139 9 6
2740	Newlandrig, Subscription-	..	2	101	69	9	24	28	..	61	1	1	..	145	68	38	9	40	..	20	18	..	..	..	..	68 18 6
	CARRINGTON. (81)																									
3413	Carrington - - - - -	P.	4	130	43	8	14	16	..	38	1	1	..	250	49	26	..	50	10	..	..	101	..	..	13	42 4 0

	COCKPEN. (756)																											
3754	Bonnyrigg	P.	3	440	309	44	96	110	11	261	5	2	4	769	320	163	..	..	61	..	..	224	..	..	..	318	15	6
258	Cockpen	P.	3	120	106	16	37	33	3	89	2	1	..	259	92	49	..	40	18	..	..	61	..	..	..	102	2	9
3302	Bonnyrigg, Girls'	..	3	237	249	47	91	33	..	216	3	2	..	544	223	122	31	..	46	..	77	..	..	..	..	239	3	9
	COLINTON. (967)																											
128	Colinton	P.	12	265	127	22	39	38	9	108	3	1	..	484	130	65	..	..	17	1	..	270	..	..	1	131	12	4
2213	Juniper Green, Infant and Industrial	P.	12	146	91	58	23	..	..	81	1	1	..	181	75	47	..	..	12	..	..	48	..	..	4	80	2	3
3082	Juniper Green, Male	P.	6	243	223	..	94	106	..	200	6	1	..	506	282	50	..	..	46	..	..	140	6	..	3	229	3	6
3082 H.G.	Juniper Green, Male H.G.	H.G. P.	6	72	71	..	..	3	59	62	1	..	..	512	210	20	..	..	13	..	..	199	..	70	..	226	7	1
481	Longstone, Female	P.	12	244	186	49	50	64	..	163	4	..	..	340	173	103	..	..	24	..	..	40	..	..	..	175	18	2
3358	*Slateford*	P.	12	218	156	39	49	48	..	186	3	1	..	477	167	97	..	..	23	..	..	183	..	..	7	147	14	0
4695	Swanston	P.	12	61	34	8	9	13	..	30	1	..	1	141	36	19	..	..	5	..	..	81	..	..	..	32	6	3
	CORSTORPHINE. (472)																											
2789	Corstorphine	P.	1	513	353	79	115	111	18	323	8	..	..	998	420	225	..	..	58	..	..	299	..	..	..	376	6	9
	CRAMOND. (706)																											
6468	Blackhall	P.	6	90	59	27	24	4	..	55	1	..	..	163	54	33	..	..	12	..	..	65	..	..	..	54	11	0
2470	Cramond	P.	6	164	95	12	31	40	2	85	2	1	..	416	108	62	..	40	22	..	..	154	..	..	30	96	12	6
3079	Davidson's Mains	P.	6	245	238	47	78	42	37	204	3	1	1	530	232	129	..	..	47	..	..	122	..	..	..	224	15	1
4411	Lennie	P.	6	111	87	21	26	17	10	74	2	1	..	198	71	40	..	40	15	..	..	38	..	..	..	78	18	3
	CRANSTON. (192)																											
3752	Cousland	P.	2	107	93	15	32	34	..	81	1	1	..	203	95	76	..	..	..	..	..	32	..	..	..	88	5	6
4128	Cranston	P.	2	138	103	13	29	44	..	86	2	..	..	270	101	74	..	..	..	..	..	95	..	..	..	96	6	3
	CRICHTON. (159)																											
3048	Crichton	P.	2	180	149	21	41	52	..	114	2	1	1	342	131	67	..	..	26	..	..	118	..	..	..	125	18	3
4688	Pathhead, St. Mary's	R. C.	2	59	37	4	12	13	..	29	1	..	..	83	33	18	4	..	..	..	25	..	3	..	..	31	18	9
	CURRIE. (504)																											
2517	Balerno	P.	12	252	212	39	69	69	8	185	4	1	..	508	212	106	..	..	28	..	..	152	..	..	5	211	4	3
4104	Currie	P.	12	195	117	22	36	34	8	100	2	1	..	250	119	59	..	40	15	..	..	114	..	..	3	119	15	0
4878	Hermiston	P.	12	51	45	15	17	8	..	40	1	..	..	95	40	21	..	..	6	..	..	27	..	..	..	41	5	6
	DALKEITH (Town). (1297)																											
3069	Burgh	P.	6	620	210	44	53	71	6	174	3	2	1	582	192	107	..	..	39	..	..	248	..	..	1	195	17	9
6456	King's Park	P.	6	553	492	96	162	178	..	436	8	1	1	1249	528	260	..	..	103	..	..	354	..	..	5	507	7	6
6456 H.G	King's Park, H. G.	P.	6	122	70	..	..	..	64	64	3	..	..	423	118	37	..	..	9	..	..	189	..	70	..	242	19	6
4458	St. David's	R. C.	1	232	271	41	73	109	9	232	2	3	1	630	288	142	38	..	36	38	10	..	6	..	..	273	14	6
	DALKEITH (Landward). (97)																											
3708	Dalkeith	P.	6	178	161	37	51	42	20	150	3	..	..	506	192	91	..	..	34	..	..	189	..	..	..	188	0	0
	EDINBURGH (City). (52384)																											
1853	Abbeyhill	P.	1	1363	1072	218	340	300	129	987	23	1	5	4273	1372	608	..	..	155	..	..	2135	2	..	..	1360	11	8
6482	Albion Road	P.	2	1320	1010	248	538	255	35	876	20	1	4	3365	718	487	..	..	..	..	..	3163	1	..	..	1030	7	0
6473 H.G.	Boroughmuir, H. G.	H.G. P.	6	950	1069	..	..	16	1002	1018	40	1	..	9511	4114	582	..	..	218	..	..	4187	3	407	..	4455	7	9
656	Bristo	P.	11	893	848	158	264	299	..	721	15	..	6	2909	843	431	..	..	109	..	..	1526	1	..	..	829	11	9
1528	Broughton	P.	6	1207	1254	225	408	476	..	1109	24	1	10	4015	1376	690	..	..	259	..	..	1687	3	..	..	1327	7	2
1528 H.G.	Broughton, H. G.	H.G. P.	6	896	582	..	..	15	533	548	25	..	..	5643	2068	392	..	..	113	..	..	2929	3	228	..	2316	14	7
5680	Bruntsfield	P.	6	2115	1542	266	487	578	59	1390	30	1	4	5223	1652	814	..	..	305	..	..	2443	4	..	..	1724	18	4
2697	Canonmills	P.	12	885	750	113	226	251	46	636	16	..	3	3020	828	374	..	..	93	..	..	1732	1		..	827	9	4

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Jun or Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	EDINBURGH—*cont.*																									
	EDINBURGH (City)—*cont.*																									
4633	Castle Hill	P.	10	950	828	146	264	310	7	727	15	..	3	2890	794	404	..	..	102	..	..	1583	1	..	..	862 19 4
1439	Causewayside	P.	12	949	605	105	190	231	..	526	13	..	5	2526	615	310	..	..	78	..	..	1522	1	..	..	622 7 1
3441	Craiglockhart	P.	4	1586	1320	274	439	393	40	1146	26	..	4	3967	1186	578	..	..	225	..	..	1977	1	..	..	1370 6 1
1646	Dalry	P.	2	1821	1647	272	520	560	112	1464	31	..	9	5056	1940	918	..	..	..	..	..	2191	7	..	..	1900 12 6
663	Davie Street	P.	9	588	550	92	170	228	2	492	11	..	5	2052	547	276	..	..	69	..	..	1160	..	..	..	578 8 10
2439	Dean	P.	5	618	461	94	152	154	..	400	11	..	4	2057	468	249	..	..	93	..	..	1246	1	..	..	450 19 10
6515	+Drummond Street	P.	12																							
499	Duddingston	P.	1	120	81	24	26	25	..	75	2	..	..	309	83	42	..	..	11	..	..	173	..	..	..	82 6 5
6407	Flora Stevenson	P.	4	1402	1039	144	286	422	51	903	19	..	7	3452	1014	482	..	..	182	..	..	1773	1	..	..	1153 8 6
4157	Gorgie	P.	11	1630	1613	332	541	469	92	1434	29	..	8	5026	1701	831	..	..	209	19	..	2265	2	..	..	1802 14 7
6527	‡Gilmore Place	P.	5																							
161	Granton	P.	6	360	292	67	95	114	..	276	9	..	..	955	315	173	..	..	65	..	..	401	..	..	..	301 3 0
4498	Leith Walk	P.	2	1826	1378	232	433	474	96	1235	26	1	8	4575	1743	688	..	..	..	..	..	2142	2	..	..	1613 3 2
4643	London Street	P.	1	1459	1361	203	436	465	83	1187	25	..	8	4378	1549	759	..	..	186	..	..	1883	1	..	..	1525 12 11
1954	Lothian Road	P.	6	939	816	137	260	267	64	728	16	1	3	3271	945	443	..	..	166	..	..	1715	2	..	..	947 2 5
4602	Milton House	P.	1	1174	933	160	282	356	40	838	22	..	5	3857	1080	529	..	..	134	..	..	2114	..	..	..	1043 13 8
3119	North Canongate	P.	8	1484	1371	193	436	518	25	1177	27	..	3	4698	1422	721	..	..	266	..	..	2288	1	..	..	1429 1 11
1333	North Merchiston	P.	3	1701	1491	284	490	452	109	1335	30	1	7	4970	1673	801	..	..	300	..	..	2196	1	..	..	1687 19 4
6408	Parson's Green	P.	10	1464	1182	216	422	398	50	1086	24	..	8	3679	1326	651	..	..	160	..	..	1540	2	..	..	1829 6 8
1512	Portobello	P.	6	1330	1105	155	309	386	104	954	19	2	7	3445	1302	610	..	..	143	..	..	1388	2	..	..	2152 5 9§
1312 H.G.	*Portobello, H.G.	H.G. P.	6																							
2751	Portobello, Tower Bank	P.	12	414	410	77	140	148	..	365	10	..	5	1489	432	234	..	..	57	..	..	765	1	..	..	426 16 1
6008	Preston Street	P.	11	884	847	159	301	255	42	757	16	..	4	3026	951	464	..	..	116	..	..	1496	1	..	..	943 5 4
245	Regent Road	P.	9	944	827	129	264	326	38	757	16	1	4	3040	1022	472	..	..	118	..	..	1426	2	..	..	985 5 4
3038	Roseburn	P.	11	974	720	128	242	230	38	638	16	1	2	2722	789	349	..	..	89	5	..	1540	1	..	..	804 14 2
1654	St. Bernard's	P.	9	1210	1021	182	327	339	52	900	19	..	6	3350	1188	560	..	..	140	..	..	1461	1	..	..	1130 0 3
2431	St. Leonard's	P.	3	1149	1056	191	363	337	71	962	18	1	9	3585	1246	577	..	..	218	..	..	1543	2	..	..	1238 0 0
4816	Sciennes	P.	2	1523	1430	257	457	424	121	1259	26	..	9	4826	1701	781	..	..	..	..	..	2339	5	..	..	1726 2 4
2030	South Bridge	P.	12	1269	1217	220	366	423	62	1071	21	..	11	3742	1410	671	..	..	106	..	..	1494	2	..	..	1365 0 7
4858	South Morningside	P.	5	1342	918	183	306	269	64	822	20	..	2	3351	1059	502	..	..	138	..	..	1508	4	..	..	1048 17 8
1440	Stockbridge	P.	6	941	904	166	268	215	43	717	16	..	7	2978	926	445	..	..	167	..	..	1439	1	..	..	903 18 6
4634	Torphichen Street	P.	10	988	944	117	303	348	51	848	14	..	8	3108	1073	403	..	..	126	..	..	1415	2	..	..	1001 10 7
1727	Warrender Park	P.	4	912	603	113	220	211	75	610	15	..	8	2872	855	375	..	..	142	..	..	1406	3	..	..	805 17 2

4553	West Fountainbridge (Now closed.)	P.	5	762	794	185	250	260	32	690	17	..	3	2988	804	404	..	..	151	..	..	1628	1	..	..	844	3	11
6532	a Willowbrae (for Defective Children)	P.	2																									
4580	Normal Practising (Now closed.)	C.S.	6	625	401	60	117	167	..	344	9	1	2	1029	455	228	57	..	85	..	.	..	36	..	426	180	16	5
4580 H.G.	Normal Practising, H.G. (Now closed.)	H.G. C.S.	6	280	65	..	..	..	57	57	3	..	..	500	251	38	8	..	14	..	..	..	22	..	129	42	3	3
2103	cNormal and Model	F.C.	6	885	619	117	217	217	..	551	12	..	5	1653	687	348	87	..	130	..	..	..	117	..	335	632	9	3
2103 H.G.	cNormal and Model, H.G.	H.G. F.C.	6	165	96	..	..	..	87	87	5	..	..	638	357	52	14	..	20	..	..	..	66	..	112	351	9	6
79	Abbey Hill	E.	11	243	217	58	88	53	..	199	5	..	..	438	191	101	27	..	27	..	46	..	..	..	..	214	8	0
4255	All Saints'	E.	10	259	247	60	56	90	..	206	5	2	..	609	234	115	32	..	32	49	108	..	1	..	..	226	13	0
1948	Practising	E.	5	388	321	36	102	68	21	277	8	1	3	742	321	161	40	..	60	..	24	.	15	..	145	341	17	6
2194	St. Andrew's	E.	4	351	351	65	135	106	..	306	5	1	..	699	332	187	47	..	70	18	56	..	..	..	4	329	10	0
4528	¶St. James'	E.	12	289	178	24	51	52	23	150	3	1	..	735	216	..	23	30	36	286	..	..	171	..	95	203	11	4
1769	St. Margaret's, Easter Road	E.	11	288	228	59	76	55	7	197	3	..	..	486	225	120	31	..	31	..	63	..	15	..	..	226	4	0
3908	Glen Street	R.C.	11	750	727	115	241	214	45	615	11	6	3	1522	763	394	95	..	95	..	179	..	4	..	..	746	5	3
2047	Portobello, St. John's	R.C.	12	314	302	67	78	99	11	255	4	1	3	600	287	149	37	..	87	..	80	..	10	..	..	295	14	3
2898	St. Ann's	R.C.	1	1060	863	226	270	203	81	735	7	7	12	1628	838	437	107	..	108	..	207	..	11	..	11	857	2	2
5878	St. Columba's	R.C.	6	358	302	69	107	81	15	272	3	5	..	692	282	149	37	..	56	..	161	..	9	..	..	310	16	3
981	St. Cuthbert's	R.C.	12	348	267	39	91	81	26	237	2	2	5	562	287	142	35	..	35	..	60	..	18	..	..	309	0	11
4694	¶St. Mary's Cathedral, Albany St. (now closed)	R.C.	6	131	99	17	36	36	..	89	2	1	1	288	62	..	19	..	29	..	7	..	65	..	..	94	1	1
4694 H.G.	¶ b St. Mary's Cathedral, Albany Street, H.G. (Now closed.)	H.G. R.C.	6	40	37	..	..	3	35	38	1	..	..	225	..	..	..	..	..	..	174	..	79	..	..	92	16	10
246	St. Mary's Cathedr'l, York L'ne	R.C.	4	720	607	111	188	226	25	550	6	7	3	1221	618	326	82	—	122	..	49	..	23	..	..	655	19	0
2665	St. Patrick's	R.C.	1	415	435	..	163	181	25	369	5	4	2	941	148	224	54	..	55	..	151	..	10	..	..	452	18	3
5242	St. Teresa's, Morningside	R.C.	12	108	40	6	12	22	..	40	1	..	..	109	42	23	6	..	6	..	32	..	..	..	..	44	8	6
6494 H.G.	St. Thomas of Aquinas, H.G.	H G. R.C.	6	200	58	..	..	..	46	46	3	..	..	565	113	..	5	..	8	..	441	..	..	..	..	196	6	6
4774	Deaf and Dumb Institution	..	8	..	..	..	10	57	..	67	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	358	6	8
6445	Donaldson's Hospital, Deaf Mute	..	12	..	..	..	25	88	..	113	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	607	18	9
32	¶James Gillespie's	..	6	1284	1300	171	427	552	..	1150	23	1	2	3511	1358	..	178	..	267	..	..	..	1766	..	..	1318	4	6
32H.G	¶James Gillespie's, H.G.	..	6	366	257	..	..	..	237	237	8	..	..	1592	788	..	32	..	47	..	..	..	407	210	..	927	7	10
4574	Royal Blind	..	11	..	..	..	8	44	..	52	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	281	15	0
	FALA AND SOUTRA. (69)																											
358	Fala and Soutra	P.	8	80	51	7	16	18	..	41	1	..	..	144	51	23	..	..	11	2	..	52	..	..	..	54	17	6
	GLENCORSE (261)																											
4523	Glencorse	P.	1	292	250	46	78	73	9	206	3	2	..	597	258	134	..	..	33	..	..	172	..	..	..	239	7	3
	HERIOT. (92)																											
750	Heriot	P.	7	133	61	6	18	24	..	48	2	..	..	236	65	30	..	40	11	..	..	81	9	..	..	63	5	0
	INVERESK (Landward). (610)																											
1867	Cowpits	P.	10	83	57	33	16	..	..	49	1	..	..	107	44	27	..	..	7	..	—	28	..	..	..	47	2	0
6434	Crookston	P.	10	348	355	2	116	181	9	308	5	1	..	854	356	187	..	..	45	..	..	266	..	..	..	368	18	9
6505	New Craighall	P.	2	300	187	76	92	..	..	168	3	..	..	184	..	..	..	..	..	..	..	184	..	..	..	86	10	0
1023	Old Craighall	P.	10	75	39	10	15	6	..	31	1	..	..	110	36	20	..	..	5	..	..	49	..	..	..	33	5	9
4909	Wallyford	P.	10	148	128	82	35	..	..	117	3	..	..	357	111	68	..	..	17	..	..	159	..	..	3	118	17	9
	KIRKNEWTON AND EAST CALDER. § 67. (735)																											
4452	East Calder	P.	1	272	241	43	67	70	17	197	2	2	2	661	248	115	..	..	29	..	..	219	23	27	..	240	17	0
3878	Kirknewton	P.	1	135	100	23	32	27	4	86	3	..	..	324	83	42	..	40	11	..	..	139	9	..	..	98	10	9

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools)	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905–1906. £	Income of School Derived from Grant in Relief of Fees £	Income of School Derived from Aid Grant to Voluntary School. £	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	Income of School Derived from General Aid Grant. Paid on Average Attendance. £	Income of School Derived from Endowment. £	Income of School Derived from Voluntary Contributions. £	Income of School Derived from Rates. £	Income of School Derived from School Fees and Books sold to Children. £	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education. £	Income of School Derived from Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
	EDINBURGH—*contd.*																											
	KIRKNEWTON, &C.—*cont.*																											
844	Oakbank	P.	1	250	217	54	75	63	10	202	2	3	1	585	232	123	..	..	30	..	..	187	12	..	..	234	7	9
1698	*Sunnyside*	P.	1	32	14	3	4	3	..	10	1	..	..	76	11	4	..	..	2	..	..	59	..	..	..	10	0	0
2482	*Wilkieston*	P.	1	130	20	7	9	..	..	16	p.	..	..	76	24	13	..	..	3	..	..	35	..	..	..	16	1	9
5874	East Calder	R.C.	1	360	202	47	65	62	8	182	2	2	3	458	205	112	27	..	28	..	66	..	15	..	..	205	16	0
	LASSWADE § 67. (1974)																											
2886	Lasswade	P.	6	345	309	41	100	124	..	265	7	1	..	784	317	170	..	..	63	..	..	234	..	..	..	303	2	6
2886 H.G.	Lasswade H.G.	H.G. P.	6	171	88	..	..	2	78	80	2	..	..	562	264	42	..	..	16	..	..	171	..	70	..	305	14	9
3271	Loanhead	P.	5	682	496	121	145	132	47	445	7	4	1	1817	561	276	..	..	104	..	..	377	..	..	..	560	19	9
1063	Pentland	P.	5	250	158	37	50	49	13	149	3	..	1	464	171	82	..	20	31	..	..	160	..	..	..	186	14	6
3589	Rosewell	P.	6	395	327	78	94	98	28	298	3	4	..	760	327	173	..	..	62	..	..	198	..	..	..	352	18	6
2816	Roslin	P.	6	394	330	70	107	100	29	306	2	6	..	780	360	169	..	..	64	..	..	187	..	..	..	376	5	9
4792	Loanhead, St. Margaret's	R.C.	5	316	124	29	39	36	4	108	1	3	..	338	111	61	15	40	23	..	90	..	1	..	..	123	5	6
5482	Rosewell, St. Matthew's	R.C.	6	150	148	37	48	49	3	137	1	1	..	336	140	84	50	..	..	..	40	..	6	..	..	143	1	9
	LEITH (Burgh) § 67. (14736)																											
4685	¶Academy	P.	6	1187	659	129	261	212	..	602	13	..	7	2741	687	358	..	..	133	..	..	620	927	..	15	709	11	2
4685 H.G.	Academy H.G.	H.G. P.	6	500	383	..	..	8	342	350	15	..	..	3819	1681	244	..	..	90	..	..	1021	7	776	..	1510	4	4
4131	Bonnington Road	P.	11	957	952	165	293	325	53	836	18	1	3	2558	981	469	..	..	119	..	..	1267	16	..	2	1044	2	1
4745	Couper Street	P.	9	1878	1620	314	550	512	62	1438	29	..	14	4421	1686	835	..	..	209	..	..	1652	31	..	8	1772	7	5
4687	Great Junction Street	P.	9	1070	937	150	322	314	64	850	20	..	4	2999	1030	502	..	..	126	..	..	1305	26	..	9	1072	5	8
4098	Links Place	P.	10	968	869	164	255	286	16	721	14	2	5	2820	749	407	..	..	96	..	..	1049	19	..	..	930	14	9
2044	Lochend Road	P.	9	1619	1325	227	452	472	34	1185	25	..	7	3872	1397	699	..	..	174	..	..	1558	43	..	2	1429	7	2
1221	Lorne Street	P.	11	1258	1180	212	420	379	37	1048	20	1	4	3168	1241	627	..	..	154	..	..	1117	20	..	9	1284	19	2
2792	Newhaven, Victoria	P.	5	792	720	147	236	246	32	661	16	..	2	2152	784	380	..	..	146	..	..	823	10	..	..	807	17	0
1152	North Fort Street	P.	11	1182	1231	203	395	438	34	1070	21	1	6	3405	1295	645	..	..	160	..	..	1254	48	..	3	1308	0	11
852	St. Thomas	P.	10	394	346	36	90	145	9	280	9	..	3	1192	336	171	..	..	42	..	..	626	16	..	..	342	0	3
4918	¶Trinity Academy	P.	6	1459	681	125	248	225	..	598	16	..	4	2871	657	340	..	..	127	..	..	923	824	..	..	685	5	9
4918 H G	Trinity Academy, H.G.	H.G. P.	6	195	148	..	..	..	130	130	7	..	..	1685	678	32	..	..	..	..	..	797	3	176	..	540	11	7
1319	Yardheads	P	10	1259	1085	219	348	357	46	970	20	1	8	3249	1183	588	..	..	148	..	..	1871	13	..	1	1176	17	10

4467	St. James'	E.	10	370	366	73	100	125	14	312	7	1	1	692	336	173	44	..	44	..	68	..	22	..	8	362 5 9
3261	St. Mary's	R.C.	5	1523	1080	233	3 6	286	61	891	7	11	4	2108	1094	537	134	.	201	..	90	..	38	..	..	1097 17 0
	LIBERTON. (1628)																									
635	Burdiehouse	P.	2	291	183	45	51	63	..	159	4	..	..	487	179	109	..	30	86	..	..	138	..	..	..	177 15 9
6492	Craigmillar Infant	P.	2	120	45	39	1	..	..	40	1	..	..	148	20	31	..	..	9	..	..	88	..	..	..	39 1 0
4404	Gilmerton	P.	2	356	247	58	72	104	..	234	4	1	..	636	242	129	..	..	50	..	..	216	.	..	..	256 0 0
71	Liberton	P.	2	294	197	39	66	68	..	173	4	1	..	587	202	110	..	..	41	..	..	283	..	..	..	190 8 6
363	The Niddrie	P.	2	653	602	51	185	285	..	521	11	1	..	1463	667	360	..	.	136	..	..	270	..	..	..	604 13 3
4099	Gilmerton, The Anderson, Female	..	2	110	62	19	12	24	..	55	1	1	..	108	55	29	8	40	..	60	..	..	..	..	..	58 10 0
	MID-CALDER § 67. (771)																									
2836	Bellsquarry	P.	2	167	135	25	40	45	9	119	1	3	1	415	142	69	..	..	..	..	..	196	9	..	..	144 3 9
1372	Causewayend	P.	1	50	6	3	..	2	..	5	p	..	..	89	20	2	..	..	1	..	..	66	..	..	..	20 1 6
114	Mid-Calder	P.	2	285	179	40	51	64	6	161	3	1	2	569	168	90	..	..	..	..	..	261	9	..	1	187 6 6
2034	Pumpherston	P.	2	458	436	83	143	124	25	375	5	3	3	891	421	210	..	..	..	..	..	241	18	..	..	463 11 6
	MUSSELBURGH (Burgh) § 67 (2388)																									
89	¶Grammar	P.	6	260	163	37	47	52	..	136	5	1	..	696	198	39	..	..	38	.	..	185	144	..	32	158 19 6
89 H.G	¶ Grammar, H.G.	H.G. P.	6	160	101	..	..	..	82	82	4	..	..	680	236	39	..	..	14	..	..	304	8	70	9	314 8 10
3132	Fisherrow	P.	10	1093	1088	177	339	395	10	921	20	..	4	2143	1081	571	..	..	141	..	..	135	..	..	165	1051 5 6
4862	Newbigging	P.	10	836	745	129	244	245	16	634	13	1	3	1541	720	374	..	..	91	..	..	251	..	..	104	746 7 0
4182	St. Peter's	E.	10	428	446	80	144	133	21	378	6	3	2	892	434	220	56	..	56	..	64	..	24	..	..	447 4 0
6211	Loretto	R.C.	10	224	267	58	80	94	2	284	2	3	2	687	228	143	33	..	31	..	150	..	14	..	..	268 4 0
	NEWBATTLE (868)																									
1195	Easthouses	P.	6	62	54	29	20	..	..	49	1	..	..	121	51	31	..	..	11	..	..	28	..	..	..	48 16 6
4844	Newbattle	P.	6	679	800	160	231	240	34	665	13	1	6	1788	814	415	..	..	155	..	..	403	..	..	..	795 12 0
	NEWTON. (239)																									
2303	Edmondstone	P.	3	66	51	20	26	1	..	47	1	..	..	116	55	31	..	32	12	..	..	..	..	..	..	48 13 0
3744	Newton (Dalkeith)	P.	3	240	202	25	61	94	..	180	3	2	..	531	216	113	..	..	42	5	..	155	..	..	..	206 2 9
	PENICUIK (1027)																									
286	Howgate	P.	4	120	80	14	25	31	..	70	1	1	..	217	76	41	..	..	16	..	..	84	..	..	..	76 5 9
2454	Kirkhill	P.	1	221	214	46	71	51	24	192	5	1	2	660	253	118	..	..	30	..	..	259	..	..	..	255 15 6
4109	*Nine Mile Burn*	P.	4	103	32	5	9	11	..	25	1	..	..	147	47	17	..	..	7	..	..	76	..	..	..	42 11 9
4110	Penicuik	P.	6	498	352	51	136	105	..	292	7	1	1	979	330	194	.	..	73	..	..	382	..	..	..	324 0 3
4110 H.G	Penicuik, H.G	H.G. P.	6	157	70	..	..	..	60	60	3	..	..	422	236	39	..	..	15	..	..	34	..	99	..	210 1 3
48	Penicuik	E.	1	254	152	29	35	53	..	117	2	1	1	334	129	68	18	30	18	..	65	..	4	..	..	128 2 2
1266	Penicuik	R.C.	1	107	60	25	14	19	..	58	1	1	..	178	54	32	9	..	9	..	40	..	4	..	..	60 10 6
	RATHO. (426)																									
368	Ratho	P.	4	303	180	39	44	45	6	134	3	2	..	564	167	79	..	20	53	..	..	242	3	..	..	144 13 3
3072	Dalmahoy, St. Mary's	E.	4	119	104	5	30	43	13	91	1	1	..	316	124	56	14	..	21	..	100	..	..	..	..	122 5 3
	STOBHILL § 67. (828)																									
3365	Stobhill	P.	12	792	715	136	219	227	29	611	11	4	..	1489	734	373	..	..	93	..	..	279	12	..	..	721 4 9
	STOW. (274)																									
440	*Caitha*	P.	7	50	30	6	13	8	..	27	1	..	..	83	41	15	..	..	5	..	..	23	..	..	..	43 17 6
608	Fountainhall	P.	7	120	74	10	19	30	..	59	1	1	..	285	78	37	..	40	14	..	..	116	..	..	..	76 4 9
197	Stow	P.	7	226	116	25	36	42	1	104	2	1	..	352	115	61	..	40	23	..	..	114	..	..	..	114 16 6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of school.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
								Above 10.										General Aid Grant.										
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	EDINBURGH—*contd.*																											
	TEMPLE. (72)																											
4277	Temple	P.	4	124	60	10	17	21	..	48	2	..	..	244	64	35	..	50	13	..	..	80	..	..	1	52	4	3
4085	Toxside	..	4	47	23	1	8	11	..	20	1	..	..	103	47	17	4	..	6	24	8	..	..	..	3	38	1	3
	WEST CALDER § 67. (1856)																											
3839	Addiehill	P.	5	515	304	71	93	88	11	268	6	2	3	1003	345	177	..	..	66	..	..	415	..	..	..	322	7	8
533	Cobbinshaw	P.	6	150	60	10	17	19	3	49	1	..	..	254	75	19	..	50	13	..	..	17		..	..	67	6	9
4348	Gavieside	P.	5	270	215	41	78	66	..	185	3	1	3	687	232	120	..	..	45	..	..	290	..	..	..	217	19	0
5300	Harburn	P.	6	60	37	9	18	6	..	33	2	..	..	151	37	21	..	40	8	..	..	45	..	..	..	34	17	6
1319	Leavenseat	N.	5	166	24	6	11	4	..	21	1	..	..	109	26	14	..	..	5	..	..	63	..	..	..	22	2	3
2855	West Calder	P.	6	692	543	114	164	196	..	474	10	3	1	1522	553	198	..	..	109	..	..	661	..	..	..	540	0	4
2855 H.G	West Calder, H.G.	HGP	6	115	79	..	..	1	67	68	2	1	..	471	288	32	..	..	16	..	..	64	..	70	..	268	17	9
1132	Woodmuir	P.	5	175	99	23	25	37	..	85	3	..	..	333	83	44	..	40	17	..	..	149	..	..	..	93	16	3
50	West Calder	R.C.	6	292	328	54	99	122	..	275	2	5	..	521	244	129	33	..	49	..	62	..	9	..	..	301	5	0
	TOTAL			95014	77984	13761	24039	25071	5945	68816	1475	173	354	253381	90398	39823	1579	832	11580	527	2818	96621	5318	2278	1706	93924	14	0
	ELGIN.																											
	ALVES. (241)																											
4105	Alves	P.	2	281	108	16	63	38	14	131	4	..	..	498	180	88	..	..	34	24	..	169	..	..	8	156	15	10
	BELLIE. (357)																											
3402	Bellie	P.	3	208	149	32	44	41	15	132	4	..	1	551	157	76	..	..	20	66	..	218	1	..	4	170	14	3
2824	Bellie Fochabers Milne's Inst.	..	6	305	212	47	55	90	..	192	6	1	2	734	213	108	28	..	47	310	..	..	2	..	..	221	9	1
2874 H.G	Bellie Fochabers Milne's Inst. H.G.	H.G	6	217	73	..	..	..	63	63	1	2	..	695	271	41	10	..	10	294	..	..	8	60	..	209	4	2
	BIRNIE. (70)																											
2296	Birnie	P.	2	144	78	19	24	20	5	68	2	..	1	302	97	48	..	..	16	53	..	80	..	13	1	92	4	0
	CROMDALE § 67. (683)																											
928	Achanarrow	P.	3	70	25	5	7	9	7	28	1	..	..	90	42	15	..	..	6	..	..	30	..	..	..	42	16	8
3741	Advie	P.	3	90	51	8	17	11	7	43	1	1	..	205	73	27	..	50	10	15	..	28	..	..	..	71	4	9

605	Cromdale		P.	3	126	65	10	20	23	3	56	2	..	..	270	89	38	..	50	14	..	..	89	..	..	..	75	11	3
1580	*Dava*		P.	3	50	25	2	8	11	3	24	1	..	..	87	48	16	..	..	6	..	..	16	..	..	..	46	9	0
3642	Grantown		P.	6	424	315	48	101	141	..	290	7	2	1	775	349	182	..	..	68	..	..	175	..	..	..	327	6	2
3642 H.G	Grantown, H.G.		HGP	6	275	85	..	..	..	71	71	1	1	..	538	232	34	..	..	18	60	..	121	..	78	..	283	15	9
	DALLAS.	(171)																											
4139	Dallas		P.	3	135	103	14	31	28	12	85	2	1	..	352	110	60	..	40	19	24	..	90	..	..	..	109	17	6
1213	Kellas		P.	3	78	84	6	8	11	1	26	1	..	..	105	41	21	..	..	6	..	..	37	..	..	..	44	11	3
	DRAINIE § 67.	(953)																											
3380	Drainie		P.	2	85	62	9	21	16	..	46	2	..	..	291	62	21	..	50	..	..	..	155	..	..	..	59	13	6
2595	Lossiemouth		P.	11	1098	920	173	200	275	55	763	15	..	7	1702	861	442	..	..	112	34	..	142	..	..	167	939	13	5
	DUFFUS § 67.	(892)																											
3820	Burghead		P.	12	595	374	86	96	84	41	307	7	..	4	855	401	183	..	..	47	..	..	208	..	..	15	413	1	2
2835	Duffus		P.	1	232	134	22	36	36	24	118	2	1	..	449	162	64	..	30	17	26	..	145	..	3	..	173	14	6
4449	Hopeman		P.	12	573	327	93	91	65	46	205	6	1	4	809	309	179	..	..	46	..	..	164	..	6	15	404	3	7
147	Roseisle		P.	1	62	28	8	11	7	..	26	p	..	..	76	37	13	..	..	4	..	..	22	..	..	..	37	19	9
	DYKE.	(205)																											
150	Dyke		P.	1	229	137	16	40	33	27	116	2	1	2	430	168	74	..	..	18	25	..	144	..	..	..	169	18	0
2782	Kintessack		P.	1	57	47	13	19	8	..	40	1	..	..	88	50	26	..	..	6	..	..	6	..	..	..	52	1	4
	EDINKILLIE.	(168)																											
4232	Dunphail		P.	2	100	24	2	10	5	4	21	1	..	..	176	44	13	..	..	5	22	..	93	..	..	..	42	14	6
1628	*Half Davoch Combn*		P.	2	50	17	2	6	4	2	14	1	..	..	59	31	10	..	..	3	..	..	15	..	..	..	33	0	0
4212	Conicavel		C.S.	2	58	62	8	20	18	6	52	1	1	..	192	66	32	7	40	..	..	47	..	..	..	..	72	0	0
511	Relugas		C.S.	3	61	17	5	3	5	1	14	p.	..	..	55	31	[illegible]	2	..	3	..	6	..	..	..	..	31	9	9
4530	Logie		..	2	116	66	11	19	19	6	55	2	..	..	235	67	31	8	60	5	..	90	..	..	..	..	75	11	0
	ELGIN (Burgh) § 67.	(1482)																											
2872	Bishopmill		P.	10	363	219	53	75	64	10	2 2	5	..	..	636	227	121	..	..	30	..	..	213	..	..	45	238	2	2
3435	East End		P.	10	606	584	101	163	208	44	516	10	1	5	1367	623	330	..	..	75	..	..	228	..	..	110	670	6	10
1187	West End		P.	10	695	655	137	176	149	73	535	12	1	2	1567	733	357	..	..	85	..	..	263	..	..	130	781	10	9
4257	St. Sylvester's		R.C.	10	135	135	20	84	43	7	117	2	..	1	296	121	64	17	..	17	..	75	..	..	..	..	139	13	2
	ELGIN (Landward) § 67.	(709)																											
3025	Clackmarras		P.	4	114	96	18	39	20	4	81	1	1	..	227	85	45	..	..	17	..	..	80	..	..	..	91	17	6
3891	Mosstowie		P.	4	154	104	21	33	37	5	96	2	..	2	319	125	61	..	..	23	19	..	116	..	5	..	118	4	7
478	New Elgin		P.	4	340	276	71	90	60	24	245	4	2	2	579	289	148	..	..	65	3	..	80	..	3	..	310	12	6
155	Pluscarden		P.	4	120	83	15	27	20	6	68	2	..	..	244	91	44	..	..	17	..	..	83	..	10	..	82	16	6
	FORRES (Burgh) § 67.	(966)																											
3865	Forres (B)		P.	6	767	691	123	205	217	43	588	10	..	7	1533	641	350	..	..	125	..	..	235	..	..	172	730	8	8
3865 H.G	Forres (B), H.G.		H.G. P.	6	221	65	..	..	..	50	59	4	..	..	812	302	14	..	..	16	243	..	142	..	95	..	243	14	6
2693	St. John's		E.	11	167	140	23	84	40	8	114	3	..	2	309	135	66	17	..	17	..	66	..	..	..	1	140	8	9
	KINLOSS § 67.	(202)																											
835	Findhorn, Female		P.	2	161	93	20	22	31	11	84	2	1	..	296	132	66	..	..	23	..	..	75	..	..	..	105	19	8
3232	Kinloss		P.	2	137	90	17	26	27	12	82	2	..	..	351	118	55	..	..	20	21	.	137	..	..	..	107	1	3
	KNOCKANDO.	(357)																											
2958	Archiestown		P.	3	125	98	19	30	25	9	83	1	2	..	279	92	46	..	30	17	..	..	92	..	..	2	101	10	9
3709	Elchies		P	3	150	86	4	12	15	..	31	p	..	..	77	33	17	..	..	7	..	..	12	2	..	..	44	6	3
1082	Kirdels, Female		P.	3	69	22	5	9	3	..	17	1	..	..	74	35	14	..	..	5	..	..	21	..	..	..	27	14	9
4928	Knockando		P.	3	225	134	24	43	32	17	116	3	1	1	390	143	74	..	30	28	23	..	72	9	20	..	148	6	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ELGIN—*contd.*																									
	New Spynie. (111)																									
3761	New Spynie	P.	2	102	55	6	19	12	..	37	2	..	..	215	48	26	..	50	..	..	..	80	..	10	2	32 11 1
	Rafford. (184)																									
2087	Burgie	P.	2	66	59	8	17	25	..	50	1	..	..	124	53	..	..	..	29	..	..	42	..	..	..	56 18 9
192	*Rafford*	P.	1	159	94	9	34	28	8	79	2	1	..	302	96	49	..	..	12	25	..	120	..	..	..	98 12 0
	Rothes §67. (517)																									
691	Inchberry	P.	1	104	62	12	18	22	4	56	2	..	..	214	77	32	..	40	8	..	..	57	..	..	..	76 5 6
2925	Rothes	P.	6	512	380	90	125	106	4	325	8	..	1	711	174	200	..	..	68	..	..	149	..	..	120	336 2 0
2925 H.G	Rothes, H.G.	H.G. P.	6	88	37	..	..	..	32	32	2	..	..	429	66	17	..	..	8	71	..	227	..	34	7	110 17 1
	St. Andrew's Lhanbryd. (248)																									
1065	*Cranloch*	P.	2	100	35	6	9	10	6	31	1	..	..	177	49	18	..	..	7	..	..	103	..	..	..	51 19 0
2953	St. Andrew's Lhanbryd	P.	2	217	144	20	52	51	9	132	3	..	1	559	163	77	..	..	30	38	..	233	..	18	..	169 1 4
	Speymouth. (274)																									
4412	Garmouth	P.	1	230	167	29	59	46	23	157	8	1	..	457	199	95	..	..	24	..	..	139	..	..	..	203 10 6
3790	Speymouth	P.	1	173	86	14	31	25	5	73	2	1	..	303	97	47	..	40	12	20	..	87	..	..	..	92 18 9
	Urquhart. (154)																									
747	Leuchars	P.	1	34	19	5	7	2	..	14	1	..	..	62	27	4	..	..	2	..	..	29	..	..	..	99 8 0
3308	Urquhart	P.	1	242	99	24	82	21	9	86	2	1	..	379	109	49	..	40	13	45	..	122	..	1	..	106 14 8
	Total			12289	8381	1558	2438	2396	840	7232	169	25	46	24025	9375	4354	89	540	1834	1460	284	5895	22	357	798	9864 13 11
	FIFE.																									
	Abdie. (115)																									
84	Abdie	P.	3	152	62	13	20	21	..	54	1	1	..	195	52	29	..	40	11	..	..	64	..	..	..	58 2 9
	Aberdour. (894)																									
2190	Aberdour	P.	4	195	169	20	41	64	4	138	3	..	1	427	182	94	..	..	86	..	..	116	..	..	..	159 12 6
2148	Donibristle Colliery	P.	12	212	158	29	42	57	7	135	3	..	..	489	167	87	..	..	21	..	..	214	..	..	..	157 17 9

	ANSTRUTHER, EASTER. (329)																								
4244	Easter - - - - -	P.	5	320	290	54	90	85	30	249	4	..	4	656	310	154	.	..	58	10	..	154	..	..	..	314 14 3
	ANSTRUTHER, WESTER. (98)																								
4384	Anstruther, Wester - -	P.	5	141	56	11	17	16	5	49	1	1	..	197	66	81	..	..	52	..	..	48	..	..	..	59 13 6
	AUCHTERDERRAN § 67. (749)																								
4175	Auchterderran - - -	P.	2	1245	1023	215	294	299	69	877	21	..	1	2348	1041	559	..	..	190	..	..	556	2	..	1	1119 5 0
6273	Cardenden - - - -	P.	2	407	279	50	87	95	..	232	7	..	..	622	220	129	..	..	45	..	..	228	..	..	..	258 12 3
	AUCHTERMUCHTY. (320)																								
2181	Auchtermuchty - - -	P	3	336	287	41	93	86	30	250	5	1	1	661	352	160	..	..	60	..	..	77	..	10	2	339 14 9
948	Dunshalt - - - -	P.	3	83	35	16	14	..	..	30	p.	..	..	66	28	19	..	..	7	..	..	12	..	..	..	29 9 0
	AUCHTERTOOL. (169)																								
871	Auchtertool - - - -	P.	4	154	138	18	53	46	..	117	2	1	..	348	130	94	..	..	27	..	..	90	5	..	2	103 16 10
	BALLINGRY. (294)																								
208	Ballingry - - - -	P.	12	696	487	96	149	159	18	422	9	1	4	1008	406	226	..	..	58	..	..	323	..	..	..	480 7 9
	BALMERINO. (83)																								
294	Balmerino - - - -	P.	4	144	101	19	31	29	9	88	2	1	..	339	118	59	..	40	22	..	..	100	..	..	..	107 7 3
	BEATH § 67. (3663)																								
3699	*Cowdenbeath* - - - -	P.	1	1200	1301	269	409	400	57	1185	26	2	12	3269	1380	644	..	..	163	..	..	1072	9	..	..	1414 10 7
5879	Foulford - - - -	P.	1	1027	1028	212	293	341	37	883	18	2	7	2363	1044	524	..	..	129	..	..	664	1	..	..	1080 0 10
4799	Hill of Beath - - -	P.	1	400	359	74	101	110	21	306	6	2	2	852	388	176	..	..	45	..	..	242	..	..	..	390 17 6
586	Kelty - - - - -	P.	12	1312	1474	306	480	459	71	1315	28	..	8	3302	1574	732	..	..	186	..	..	808	2	..	..	1667 6 9
3630	Lassodie - - - -	P.	1	396	328	98	74	122	..	294	4	2	1	807	341	186	..	..	44	..	..	236	..	..	..	323 7 10
6486	Cowdenbeath - - - -	R.C.	1	298	342	45	116	123	..	284	3	4	..	643	356	212	64	..	64	..	120	..	26	..	..	286 5 3
	BURNTISLAND (Burgh and Londward). (1168)																								
2764	Burntisland - - -	P.	6	832	591	94	189	224	..	507	12	3	1	1441	595	309	..	..	116	..	..	409	..	..	12	577 3 6
2764 H.G	Burntisland, H.G. - -	H.G. P.	6	118	94	..	..	..	7	79	2	..	..	801	330	47	..	..	18	39	..	250	..	115	2	332 0 2
2326	Burntisland - - - -	E.	4	294	277	47	101	94	..	242	4	1	2	427	242	147	36	..	54	..	..	..	..	..	2	258 11 9
	CAMERON. (101)																								
2766	Cameron - - - -	P.	6	68	48	9	12	19	..	40	1	1	..	223	52	28	..	40	9	..	..	101	..	..	..	58 11 3
3547	Denhead - - - -	P.	6	67	40	5	12	17	..	34	1	..	..	116	37	20	..	..	8	..	..	51	..	..	..	37 11 9
647	*Radernie* - - - -	P.	6	101	42	8	11	16	..	35	1	1	..	170	47	26	..	..	10	..	..	87	..	..	..	38 0 6
	CARNBEE. (146)																								
2839	Arncroach - - - -	P.	6	138	65	14	22	19	..	55	2	..	..	229	68	39	..	..	14	..	..	108	..	..	1	58 16 3
3052	Carnbee - - - -	P.	6	139	53	6	20	20	..	46	1	..	..	229	49	27	..	40	10	25	..	78	..	..	..	51 3 0
	CARNOCK § 67. (320)																								
644	Cairneyhill - - - -	P.	1	139	70	15	25	21	..	61	2	..	..	266	60	34	..	50	8	..	..	109	..	..	5	65 6 3
3732	Carnock - - - -	P.	1	154	139	22	50	49	..	121	2	1	..	324	135	71	..	..	18	..	..	100	..	..	..	131 14 9
5297	Oakley, St. Margaret's -	R.C.	1	154	135	26	36	48	6	116	3	..	..	377	168	84	20	..	21	..	153	..	5	..	..	136 12 0
	CERES. (275)																								
4507	Ceres - - - -	P.	4	240	184	30	48	76	11	165	2	2	1	487	216	108	..	..	89	..	..	129	..	..	..	203 2 0
4153	Craigrothie - - - -	P	4	50	51	13	14	16	..	43	1	..	..	102	51	28	..	..	11	7	..	6	..	..	..	45 15 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.		Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grant from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
															£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																										
	Collessie.	(432)																									
4415	Collessie		P.	3	131	68	16	15	16	5	52	1	1	..	281	71	34	..	50	13	..	..	113	..	..	..	62 17 0
2334	Ladybank		P.	3	416	308	59	94	86	33	270	4	3	1	768	353	167	..	..	63	4	..	176	..	5	..	351 9 0
	Crail.	(282)																									
4782	Crail		P.	5	395	274	56	81	76	14	227	4	2	..	652	263	136	..	..	51	21	..	180	..	..	..	265 10 6
	Creich.	(66)																									
4082	Creich		P.	4	104	66	13	18	28	..	59	2	..	..	227	58	32	..	50	12	4	..	72	..	..	..	64 6 0
	Culross.	(212)																									
2381	Geddes		P.	10	221	136	26	47	45	7	125	2		1	450	147	72	..	20	18	63	..	131	..	..	..	146 17 3
	Cults.	(106)																									
3408	Cults		P.	4	150	111	17	37	39	..	93	2	..	2	346	124	66	..	..	25	..	..	131	..	..	..	99 4 6
	Cupar (Burgh).	(771)																									
2218	Castlehill		P.	11	715	533	..	153	254	92	499	12	1	3	1756	714	289	..	..	74	..	..	672	..	..	7	730 7 8
2214	Kirkgate		P.	11	393	240	130	85	1	..	216	4	..	1	500	242	154	..	..	35	..	..	66	..	..	3	226 6 3
	Cupar (Landward).	(166)																									
89	Brighton		P.	4	67	21	5	7	4	..	19	1	..	..	80	20	16	.	..	..	..	..	45	..	..	..	19 9 6
	Dairsie.	(95)																									
3545	Dairsie		P.	4	135	85	10	21	31	13	81	2	1	..	303	116	54	..	40	20	..	9	64	..	..	..	107 1 3
	Dalgety § 67.	(239)																									
4420	Hillend		P.	1	118	66	17	18	24	..	59	1	1	1	104	71	37	..	..	10	..	..	77	..	..	..	64 3 6
36	Mossgreen		P.	1	268	226	52	66	62	25	205	3	2	..	457	256	127	..	..	31	..	..	43	..	..	..	253 17 6
	Dunbog.	(82)																									
3100	Dunbog		P.	4	120	71	12	26	19	3	60	1	1	..	242	68	20	..	40	11	..	..	98	1	–	..	69 5 9

	DUNFERMLINE (Burgh) (4188)																								
849	Commercial	P.	9	1105	948	110	335	273	86	834	18	2	2	2323	1095	498	..	..	125	..	..	519	23	..	63	1118 16 3
1631	¶High (Primary)	P.	10	192	183	27	67	69	..	163	4	..	1	450	177	94	..	..	24	..	..	..	198	..	..	191 0 9
3103	McLean	P.	10	662	563	100	176	166	41	518	10	..	3	1355	672	298	..	..	77	..	..	293	10	..	4	660 2 10
2928	*Milesmark*	P.	1	415	301	57	108	105	..	270	6	2	2	928	296	154	..	..	39	1	..	480	6	..	2	297 12 9
709	Pittencrieff	P.	10	987	667	121	195	227	68	611	12	1	3	1866	841	347	..	..	88	..	..	529	24	..	37	854 10 7
2224	Queen Anne	P.	10	697	601	94	176	222	47	539	11	1	4	1593	701	314	..	..	79	..	..	451	17	..	31	728 19 4
2421	St. Leonard's	P.	9	972	538	84	188	184	22	478	8	1	2	1223	571	282	..	..	69	..	..	259	10	..	31	580 16 10
3897	St. Margaret's	R.C.	9	278	211	41	63	71	9	184	2	3	3	539	231	113	28	..	28	..	75	..	6	..	2	226 8 7
	DUNFERMLINE (Landward) § 67. (2103)																								
428	Charlestown	P.	12	212	110	21	34	45	4	104	2	1	..	401	126	58	..	..	16	..	..	201	..	..	..	121 19 9
4049	Crossford	P.	12	103	68	18	26	20	..	64	1	1	..	232	59	83	..	40	8	..	..	91	..	..	..	70 5 2
496	Crossgates	P.	12	443	328	85	107	86	26	304	7	1	..	958	376	178	..	..	44	..	..	300	..	..	..	384 18 6
1399	Dunduff	P.	12	78	62	14	22	19	..	55	1	1	..	225	75	81	..	40	9	..	..	69	..	..	..	74 3 3
248	Halbeath	P	12	400	329	60	103	119	11	293	6	2	..	954	351	170	..	..	44	..	..	339	..	..	..	344 11 11
2531	Limekilns	P.	1	201	111	21	39	37	6	103	2	1	..	375	126	63	..	..	16	..	..	170	..	..	..	123 4 3
3942	Townhill	P.	1	460	435	103	133	125	25	386	8	1	1	1181	474	286	..	..	59	..	..	418	..	..	..	465 4 7
290	Wellwood	P.	1	200	126	20	37	52	6	115	3	1	..	423	164	87	..	..	21	..	..	151	..	..	..	142 10 10
	DUNINO.§ (73)																								
3084	Dunino	P.	6	91	74	12	23	20	4	59	1	1	..	215	74	88	..	45	14	..	..	20	..	..	24	69 5 6
	DYSART (Burgh) § 67. (3070)																								
151	Dysart	P.	10	781	575	113	173	200	12	498	9	1	2	1288	560	277	..	..	71	50	..	278	..	..	2	571 12 0
2813	Gallatown	P.	11	433	493	93	155	151	18	422	8	2	1	1000	453	237	..	..	59	..	..	241	..	..	9	494 9 3
2529	Pathhead	P.	11	902	1047	198	320	290	78	886	14	4	6	2086	919	485	..	..	123	..	..	558	..	..	1	1126 19 8
2138	Sinclairtown	P	11	763	820	132	248	286	57	723	10	3	6	1576	853	421	..	..	102	..	..	197	..	..	3	816 10 5
	ELIE. (179)																								
3121	Elie	P.	2	160	122	26	32	38	13	109	2	..	..	332	134	66	..	..	64	2	..	65	..	..	..	138 13 6
3111	Williamsburgh	P.	2	102	49	14	14	18	..	46	1	..	..	155	48	28	..	..	10	2	..	66	..	..	..	46 8 0
	FALKLAND. (359)																								
2259	Falkland	P.	3	272	199	42	51	54	18	165	3	..	2	483	216	103	..	..	38	..	..	82	13	30	2	214 17 10
2716	Freuchie	P.	3	290	191	39	52	61	20	172	4	..	..	514	228	103	..	..	38	..	..	122	16	5	2	228 2 3
	FERRYPORT-ON-CRAIG § 67. (639)																								
2369	Ferryport-on-Craig	P.	6	576	514	118	132	151	..	451	7	5	3	1193	506	270	..	..	101	..	..	313	..	..	3	505 5 7
2369 H.G	Ferryport-on-Craig, H.G.	H.G P.	6	100	93	..	..	5	78	83	2	1	..	700	298	42	..	..	16	..	..	229	..	115	..	325 4 9
	FLISK. (58)																								
712	Flisk	P.	4	77	58	9	18	19	7	53	2	..	..	233	79	30	..	40	11	..	..	72	1	..	..	82 10 3
	FORGAN. (878)																								
3136	Forgan	P.	5	130	99	15	31	34	8	88	2	1	..	340	103	47	..	40	12	1	..	126	..	5	..	109 16 2
3311	Newport	P.	6	353	221	42	74	80	..	196	4	1	..	566	203	110	..	..	45	1	..	207	..	..	..	214 5 6
3311 H.G	Newport, H.G.	HGP	6	104	73	..	..	2	66	68	2	1	..	565	206	49	..	..	14	..	..	180	..	115	..	272 10 0
5299	Wormit	P.	5	281	142	35	44	39	12	130	3	1	..	636	183	88	..	30	33	..	..	303	..	..	..	156 3 0
	INVERKEITHING. (711)																								
251	Inverkeithing	P.	12	587	510	107	162	153	20	442	6	5	..	1275	507	254	..	..	65	..	..	437	8	..	4	510 19 3
578	North Queensferry	P.	12	191	166	31	43	58	10	142	3	2	..	569	196	83	..	..	23	4	..	262	2	..	..	177 8 8

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s d.
	FIFE—*cont.*																									
	KEMBACK. (75)																									
254	Kemback	P.	4	188	72	11	23	30	..	64	2	..	..	230	77	42	..	40	16	..	..	55	..	..	..	70 5 0
	KENNOWAY § 67. (305)																									
2370	Kennoway	P.	3	318	249	47	73	78	12	210	3	3	3	596	246	122	..	..	46	2	..	181	..	..	..	254 3 6
3173	Star	P.	3	110	56	11	17	19	..	47	2	..	..	210	63	30	..	50	11	..	..	53	8	..	..	60 14 9
	KETTLE. (294)																									
2888	Kettle	P.	3	400	218	46	55	64	22	187	4	..	2	524	226	104	..	..	89	5	..	151	..	..	..	239 10 0
6401	Middlefield	P.	3	42	35	8	18	6	..	32	1	..	..	82	40	17	..	..	7	..	..	16	3	..	..	43 13 6
	KILCONQUHAR. (157)																									
2625	Colinsburgh	P.	2	125	112	25	30	33	10	98	2	..	1	269	108	56	..	..	20	..	..	84	..	..	..	122 4 6
3212	Kilconquhar	P.	2	164	112	17	40	34	7	98	2	1	..	300	118	62	..	40	23	..	..	58	..	..	..	116 13 6
	KILMANY. (80)																									
3658	Kilmany	P.	4	64	44	10	14	16	..	40	1	..	..	139	46	27	..	..	10	..	..	56	..	..	..	40 12 0
4339	Kilmany, Female	F.	4	68	23	6	8	5	..	19	1	..	..	77	19	11	..	..	4	..	..	48	..	..	..	18 18 0
	KILRENNY § 67. (597)																									
3416	Cellardyke	P.	5	775	575	155	150	155	26	486	9	2	1	1237	661	306	..	..	115	..	..	156	..	..	..	599 18 0
259	Upper Kilrenny	P.	5	147	77	15	24	26	3	68	2	1	..	319	80	40	..	40	15	..	..	144	..	..	..	78 6 6
	KINGHORN. (466)																									
677	Kinghorn	P.	4	409	214	..	59	104	23	186	4	..	3	696	308	116	..	..	44	..	..	229	..	..	..	270 4 1
4673	Kinghorn, Infant	P.	4	245	135	57	51	..	..	108	2	1	..	276	125	74	..	..	28	..	..	49	..	..	..	116 13 8
	KINGLASSIE. (298)																									
261	Kinglassie	P.	5	248	195	38	62	55	12	167	3	1	..	488	197	97	..	..	86	..	..	158	..	..	..	204 2 5
	KINGSBARNS. (115)																									
2380	Kingsbarns	P.	5	216	122	26	35	40	7	108	2	1	..	304	144	78	..	..	27	..	..	59	..	..	..	126 0 8
	KIRKCALDY (Burgh) 67. (4218)																									
4764	Abbotshall	P.	9	1076	812	173	243	248	28	692	15	..	4	1996	785	391	..	..	97	4	..	719	..	..	..	817 4 7

2790	Dunnikier	P.	10	1044	1018	186	311	291	111	889	18	3	12	2356	1117	367	..	..	181	5	..	735	..	..	..	1189	8	8
127	East	P.	10	819	881	92	300	289	50	731	17	..	4	2050	906	278	..	..	108	4	..	753	..	..	1	906	9	7
5649	¶High (Elem. Dept.)	P.	6	400	311	88	97	186	..	271	6	1	1	1086	296	136	..	..	57	1	..	106	421	..	..	812	8	8
6 80	*North	P.	10																									
126	West	P.	10	930	898	120	277	208	65	760	15	..	7	2044	972	255	..	..	116	..	..	666	..	..	5	970	11	2
	KIRKCALDY AND DYSART (Landward). (131)																											
3950	Boreland	P.	4	151	136	33	37	42	..	112	1	2	..	356	134	73	..	..	27	..	..	116	..	..	5	119	7	0
2156	Chapel	P.	6	197	133	24	43	45	..	112	2	1	..	337	116	86	..	40	24	..	..	71	..	..	..	121	5	3
4826	Strathore	P.	3	97	120	22	42	47	..	111	2	..	1	269	113	62	..	..	23	..	..	70	..	..	1	123	5	3
	LARGO. (359)																											
2152	Durham	P.	2	142	55	27	20	..	..	47	1	..	1	181	42	24	..	..	9	..	..	55	..	..	..	46	6	0
262	Kirkton of Largo	P.	2	150	115	13	27	35	17	92	2	1	..	307	145	64	..	..	23	5	..	71	..	..	..	124	15	9
2312	Lundin Mill	P.	3	178	182	24	34	50	4	112	2	..	1	329	122	63	..	..	..	5	..	199	..	..	..	131	1	6
	LARGOWARD. (172)																											
454	Largoward	P.	6	194	98	16	28	31	8	83	2	..	..	257	118	47	..	40	19	..	..	33	..	..	..	102	1	0
3715	*New Gilston*	P.	6	90	52	10	19	13	3	45	1	1	.	184	62	28	..	40	10	..	..	48	..	..	..	58	8	6
	LESLIE § 67. (762)																											
3918	Leslie	P.	11	943	780	134	229	269	58	690	14	..	4	2052	832	411	..	..	103	..	..	605	4	95	2	847	4	5
	LEUCHARS. (521)																											
4191	Balmullo	P.	5	132	85	18	22	25	..	65	1	1	..	232	71	40	..	..	15	..	..	106	1	..	..	71	0	7
4649	Guardbridge	P.	5	230	187	38	48	66	13	165	4	..	..	451	208	101	..	..	38	..	..	109	..	..	..	201	1	4
3266	Leuchars	P.	5	282	198	36	54	59	6	155	4	..	..	510	212	106	..	..	40	..	..	153	..	..	..	183	0	0
	LOCHGELLY § 67. (1967)																											
0462	Glencraig	P.	1	260	196	104	65	10	..	179	4	..	1	360	138	98	..	..	21	..	..	109	..	..	..	187	19	3
2539	Lochgelly	P.	1	1727	1552	306	508	521	78	1418	27	2	10	3240	1615	836	..	..	204	..	..	582	1	..	2	1698	4	3
4915	Lumphinnans	P.	1	726	552	100	176	187	33	496	9	1	3	1205	592	305	..	..	74	..	..	235	..	..	..	606	16	9
4766	Lochgelly	R.C.	1	309	338	77	102	113	10	302	4	2	1	610	310	179	36	..	41	..	119	..	..	..	..	340	6	1
	LOGIE. (46)																											
456	Logie	P.	4	72	50	12	13	16	..	41	1	1	..	190	53	22	..	40	8	3	..	64	..	..	..	58	7	6
	MARKINCH § 67. (1339)																											
585	Balcurvie	P.	3	292	293	59	84	94	27	264	6	2	..	775	296	143	..	..	54	..	..	262	20	..	..	334	6	6
886	Coaltown	P.	3	269	210	42	60	65	22	189	4	2	..	592	235	104	..	..	39	..	..	198	21	..	..	254	16	3
4108	Kirkforthar Feus	P.	3	77	48	10	19	9	..	38	1	..	..	106	38	22	..	..	8	..	..	85	3	..	..	40	7	0
362	Markinch	P.	3	444	332	58	96	97	43	294	8	1	..	1142	425	185	..	..	69	..	..	847	21	95	..	395	16	3
116	Milton	P.	3	131	102	20	29	37	..	86	2	..	..	311	87	48	..	40	18	..	..	114	4	..	..	93	2	3
1406	Preston	P.	3	163	133	27	53	32	8	120	2	1	1	379	133	68	..	40	26	..	..	104	8	..	..	145	2	2
4118	Thornton	P.	3	541	232	52	69	63	25	209	4	3	..	772	270	133	..	.	50	..	..	306	14	..	..	266	2	5
	MONIMAIL. (134)																											
4170	Easter-Fernie	P.	4	54	24	1	9	12	..	22	p	..	..	77	19	10	..	..	4	..	..	44	..	..	..	24	16	6
2502	Letham	P.	4	103	76	16	25	23	..	64	2	..	..	293	66	37	..	50	14	6	..	121	..	..	..	62	2	4
	MOONZIE. (29)																											
504	Moonzie	P.	4	53	48	10	15	19	..	44	1	..	..	208	56	24	..	..	9	..	..	77	..	2	35	59	18	0
	NEWBURGH § 67. (347)																											
4423	Newburgh	P.	6	464	344	70	99	119	..	288	5	2	4	738	291	158	..	..	68	..	..	225	..	..	..	324	19	9
4423 H.G	Newburgh, H.G.	HGP	6	123	45	..	..	..	35	35	1	..	..	287	162	28	..	..	11	..	..	..	..	90	..	131	1	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																									
	Newburn. (49)																									
781	Newburn	P.	2	90	42	9	13	7	7	36	1	..	..	141	44	22	..	..	8	..	..	66	..	..	..	38 14 0
	Pittenweem. (400)																									
28	East	P.	5	321	236	..	64	109	24	197	4	..	1	527	275	118	..	..	44	35	..	55	..	..	..	261 16 9
3334	South, Infants	P.	5	220	169	91	57	..	..	148	2	1	3	290	187	91	..	..	34	..	..	27	..	..	..	152 18 9
	St. Andrews (Burgh). (1248)																									
4681	Burgh	P.	6	688	575	..	143	319	42	504	11	..	..	1553	677	303	..	..	114	10	..	446	..	..	4	663 0 7
2221	East End, Infant	P.	6	280	148	88	51	..	..	139	3	..	..	375	151	101	..	30	21	3	..	70	..	..	..	142 10 9
4426	Infant	P.	6	380	284	122	129	..	..	251	5	..	..	561	260	150	..	..	56	38	..	57	..	..	..	262 9 3
	St. Andrews (Landward). (328)																									
531	Boarhills	P.	6	117	64	21	20	14	3	58	1	1	..	182	71	37	..	40	14	..	..	19	..	..	..	60 11 9
4474	Strathkinness	P.	6	238	171	34	57	61	6	158	3	1	..	436	178	95	..	30	36	..	..	98	..	..	..	179 6 3
	St. Monance § 67. (381)																									
3574	St. Monance	P.	2	500	408	86	114	143	..	343	5	2	2	808	394	199	..	..	76	..	..	197	..	..	2	379 1 3
	Saline. (201)																									
093	Saline	P.	12	200	257	38	88	84	6	216	3	2	..	479	224	124	..	..	31	15	..	86	..	..	..	229 12 0
	Scoonie. (1290)																									
3267	Leven	P.	6	1172	1248	236	375	451	25	1087	19	3	5	2547	1311	681	..	..	263	..	..	292	..	..	..	1251 8 0
3267 H.G.	Leven, H.G.	HGP	6	158	60	..	..	..	62	62	3	..	..	360	190	37	..	..	9	..	..	34	..	90	..	242 4 10
80	Smithy Green	P.	6	65	59	9	21	23	..	53	1	1	1	158	59	31	..	40	12	..	..	17	..	..	..	60 9 9
	Springfield. (154)																									
3905	Springfield	P.	4	282	132	28	41	44	..	113	3	..	..	337	131	70	..	..	26	..	..	110	..	..	..	121 10 6
	Strathmiglo (276)																									
895	Gateside	P.	4	107	108	14	34	34	13	95	2	1	..	318	147	61	..	30	23	..	..	55	..	3	..	130 4 4
340	Strathmiglo	P.	4	364	157	29	50	61	19	159	4	..	1	561	214	102	..	..	83	..	..	196	8	3	..	206 16 5

	TORRYBURN. (266.																											
2672	Torryburn - - - -	P.	1	40	192	37	46	76	16	175	8	1	1	477	218	100	..	..	27	..	..	125	..	..	1	220	4	10
	TULLIALLAN. (369)																											
46	Tulliallan and Kincardine -	P.	2	311	410	92	121	138	30	381	8	..	4	1117	456	223	..	..	81	..	..	233	47	..	77	472	12	1
	WEMYSS (3321)																											
2327	Buckhaven - - - - -	P.	6	936	1138	225	373	394	..	992	17	4	14	2180	1045	567	..	..	206	..	..	362	..	..	..	1180	2	3
2327 H.G	Buckhaven, H.G. - -	H.G. P.	6	115	67	..	..	1	54	55	2	1	..	436	140	22	..	..	8	..	..	142	..	115	..	203	5	7
4176	Coaltown - - - - -	P.	2	391	107	52	73	71	16	212	5	..	..	654	267	136	..	..	50	..	..	200	..	..	..	257	19	6
1119	Kirkland Crossroads - -	P.	2	538	525	104	185	148	30	467	10	..	3	1320	545	285	..	..	104	..	..	386	..	..	..	548	8	6
4905	Methil - - - - - -	P.	2	833	1005	207	331	292	19	849	14	1	7	1795	875	481	..	..	170	..	..	268	..	..	..	972	7	.8
2646	Wemyss - - - - - -	P.	2	629	656	148	204	190	17	568	12	1	..	1345	631	336	..	..	121	..	..	258	..	..	..	653	6	2
1013	West Wemyss, Dorothy -	P.	2	450	230	58	69	75	7	209	4	2	..	641	238	124	..	..	47	..	..	232	..	..	..	238	1	0
	TOTAL - - -			54108	44246	8510	18618	14084	2570	38777	775	146	202	110408	47175	22629	184	1275	7110	375	476	29330	963	892	391	48029	15	2
	FORFAR.																											
	ABERLEMNO. (170)																											
203	Aberlemno - - - - -	P.	2	152	44	9	14	13	..	36	2	..	..	194	50	21	..	50	8	..	..	64	..	..	..	49	10	0
3485	Pitkennedy - - - - -	P.	3	67	44	6	13	16	1	36	1	1	..	196	53	22	..	..	9	..	..	110	..	2	..	52	2	8
	AIRLIE. (152)																											
3526	Airlie - - - - - -	P.	3	96	74	16	29	10	..	64	2	..	..	219	66	37	..	50	14	..	..	52	..	..	..	68	2	9
	ARBIRLOT. (174)																											
410	Arbirlot - - - - - -	P.	6	149	96	13	32	32	6	83	2	1	..	345	95	49	..	40	18	9	..	132	..	1	1	99	18	0
	ARBROATH (Burgh) § 67. (4170)																											
3379	Abbey - - - - - -	P.	12	590	625	115	231	226	..	572	10	..	6	1405	674	360	..	..	89	..	..	280	2	..	..	655	2	7
5652	¶High (Elem. Dept.) - -	P.	12	235	130	31	59	27	..	117	3	..	3	428	114	67	..	40	15	..	..	30	161	..	..	181	17	9
3832	Inverbrothock - - -	P.	12	875	680	131	220	269	..	620	13	..	4	1648	1328	375	..	..	94	..	..	..	1	..	..	718	10	1
2881	Keptie - - - - - -	P.	10	810	772	118	233	254	92	697	15	1	6	1931	927	415	..	..	104	..	..	479	5	..	..	939	10	5
2633	Ladyloan - - - - -	P.	12	520	369	77	116	145	..	338	8	..	3	968	655	179	..	..	46	..	..	87	1	..	..	390	12	8
1354	Parkhouse - - - - -	P.	10	605	637	97	213	251	..	561	10	..	5	1334	633	333	..	..	84	..	..	275	8	..	..	635	12	3
3455	The Hill - - - - -	P.	10	347	307	68	104	111	..	283	6	1	3	811	304	165	..	..	41	..	..	301	...	..	..	317	11	3
1719	St. Thomas - - - - -	R.C.	11	171	80	27	26	21	..	74	1	..	..	179	79	44	11	..	11	..	20	..	6	..	..	79	0	9
	ARBROATH (LANDWARD) and ST. VIGEAN'S. (478)																											
2730	Colliston - - - - -	P.	2	170	90	17	32	29	1	179	2	1	..	320	100	46	..	40	20	..	..	110	..	8	..	85	6	6
2639	St. Vigean's - - - - -	P.	3	188	117	18	37	35	16	106	8	..	..	386	120	63	..	40	23	..	..	91	..	..	..	138	8	9
	AUCHTERHOUSE. (117)																											
375	Auchterhouse - - -	P.	6	168	94	19	25	39	..	83	2	..	..	292	88	4	..	..	18	..	..	187	..	..	..	90	5	9
	BARRY § 67. (850)																											
2553	Barry - - - - - -	P	3	256	161	32	48	49	11	140	3	2	1	471	166	82	..	30	31	..	..	149	..	..	14	169	16	0
830	Carnoustie - - - - -	P.	8	920	690	136	190	211	45	582	10	3	5	1518	697	387	..	..	126	..	..	299	..	..	58	707	14	0
	BRECHIN (Burgh) § 67. (1578)																											
2175	Andover - - - - -	P.	1	635	570	103	195	171	22	491	10	..	4	1365	606	309	..	..	76	..	..	374	..	..	..	593	17	7
3404	Bank Street - - - - -	P.	1	478	370	75	117	116	22	330	8	..	8	1142	442	211	..	..	52	..	..	438	..	..	..	418	14	3
139	Damacre Road - - -	P.	1	580	523	87	144	195	22	448	9	1	4	1312	574	267	..	..	68	..	..	401	..	..	2	548	5	6
138	¶High (Lower Dept.) - -	P.	4	120	74	15	32	14	..	61	2	..	..	242	64	35	..	50	13	..	..	4	75	..	..	66	1	

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont.*																									
	Brechin (Landward). (315)																									
2150	Aldbar	P.	3	73	47	9	16	16	..	41	2	..	..	250	57	26	..	50	10	..	..	107	..	..	..	54 6 0
1562	Arrat	P.	3	58	38	7	12	16	..	35	1	1	..	153	40	23	..	40	9	..	..	42	..	..	..	38 4 0
1153	Little Brechin	P.	3	100	71	11	20	32	..	63	1	1	..	267	71	38	..	40	14	..	..	103	..	..	..	69 16 0
	Broughty Ferry (Town) § 67. (1881)																									
2662	Eastern	P.	12	600	498	95	179	164	20	458	9	1	1	1120	547	277	..	..	68	..	..	228	..	..	..	435 11 1
4682	¶Grove Academy	P.	6	445	319	54	111	114	..	279	7	1	..	878	303	158	..	..	59	..	..	29	330	..	..	814 6 9
4682 H.G	¶Grove Academy, H.G.	H.G. P.	6	257	232	..	..	..	204	204	8	..	..	1559	756	119	..	..	45	..	..	222	187	230	..	788 18 7
4083	Southern	P.	12	676	459	94	132	157	24	407	6	5	..	1117	453	227	..	..	59	..	..	378	..	..	..	488 19 4
2176	Western	P.	12	496	364	62	112	126	27	327	6	1	1	926	411	215	..	..	49	..	..	249	..	..	..	410 1 10
	Careston § 67. (50)																									
4032	Careston	P.	2	95	85	12	29	31	3	75	2	..	..	210	97	52	..	..	18	..	..	55	..	..	18	96 5 9
	Carmyllie. (253)																									
231	East	P.	6	152	137	21	41	44	16	122	3	..	..	335	155	75	..	..	28	..	..	77	..	..	..	160 5 9
3010	West	P.	6	195	105	14	38	33	9	94	2	..	..	312	121	57	..	40	21	..	..	71	..	2	..	118 3 0
	Cortachy and Clova. (117)																									
4313	*Cortachy*	P.	4	149	55	8	14	23	2	47	2	..	..	196	56	29	..	50	11	..	..	48	..	3	..	54 15 3
3691	Clova	P.	4	60	13	2	4	5	..	11	1	..	..	100	28	8	..	..	3	..	..	61	..	..	..	26 6 0
305	Glenprosen	P.	4	50	24	5	5	11	..	21	1	..	..	119	37	12	..	..	5	..	..	65	..	..	..	27 18 9
2588	Wateresk	P.	4	39	13	1	2	8	..	11	1	..	..	79	31	8	..	..	3	..	..	36	..	..	..	27 11 0
	Craig § 67. (442)																									
3042	Craig	P.	2	166	141	21	45	55	..	121	3	..	..	341	125	74	..	..	27	..	..	115	..	..	..	124 8 0
1137	Ferryden, Senior	P.	2	254	163	..	47	88	..	135	3	..	..	452	169	86	..	..	33	..	..	168	..	..	..	156 14 3
3555	Ferryden, Infant	P.	2	258	103	77	16	..	..	93	3	..	..	270	91	50	..	40	21	..	..	69	..	..	..	91 9 6
4215	Westerton	P.	3	42	41	6	14	14	..	34	1	..	..	77	49	20	..	..	8	..	..	..	..	..	..	42 17 0
	Dun (118)																									
2380	Dun	P.	2	171	99	14	25	42	..	81	2	..	..	277	96	48	..	..	19	..	..	114	..	..	..	80 7 0

	DUNDEE (Burgh) § 67. (29697)																											
2622	Ancrum Road	P.	10	777	893	172	302	237	78	784	19	2	..	2615	935	479	..	..	117	..	..	1066	18	..	..	1001	12	6
2491	Ann Street	P.	1	1230	1327	211	428	401	110	1150	25	2	1	3337	1462	695	..	..	178	..	..	968	37	..	..	1495	7	8
2442	Balfour Street	P.	12	908	783	162	244	237	59	702	19	..	1	2399	850	423	..	..	105	..	..	1005	15	..	1	889	16	4
4676	Blackness	P.	2	1242	1271	247	381	406	120	1184	25	1	3	3608	1525	678	..	..	..	..	..	1370	35	..	1	1539	6	4
2219	Brown Street	P.	2	650	534	71	161	211	..	443	12	1	1	1056	504	264	..	..	..	..	..	874	15	..	..	515	18	7
3405	Butterburn	P.	11	1089	1063	197	352	290	67	906	20	1	..	2621	1019	532	..	..	129	..	..	932	7	..	2	1125	6	10
4855	Clepington	P.	9	1347	1265	209	404	376	83	1072	20	3	3	2975	1257	649	..	..	162	..	..	900	7	..	..	1826	7	2
4677	Cowgate	P.	12	915	722	98	229	315	..	642	16	..	2	2320	759	410	..	..	100	..	..	988	63	..	..	741	10	9
6487	Cripple and Invalid	P.	6	131	48	..	12	17	..	29	2	1	..	341	71	40	..	..	11	..	..	213	..	..	5	92	14	6
4788	Deaf and Dumb	P.	9	..	..	3	7	13	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	186	18	9
2459	Dudhope	P.	1	858	757	142	228	246	62	678	16	1	1	2203	856	413	..	..	103	..	..	769	62	..	..	880	1	6
3467	Glebe Lands	P.	1	1339	1515	306	454	399	143	1302	30	1	4	4004	1590	746	..	..	184	..	..	1458	25	..	..	1727	3	0
629	¶Harris Academy	P.	6	449	514	63	172	227	..	462	12	..	1	1919	522	353	..	..	99	..	..	194	750	..	..	535	5	3
629 H.G.	¶Harris Academy, H.G.	H.G. P.	6	637	600	..	..	3	549	552	16	1	..	5396	2118	412	..	..	116	..	..	1264	842	645	..	2449	2	5
2238	Hawkhill	P.	2	1855	1514	272	501	478	115	1366	32	1	2	4258	1690	815	..	..	..	..	..	1727	25	..	..	1763	0	3
1083	Hill Street	P.	11	984	1043	175	337	337	68	917	22	1	2	2977	1151	562	..	..	138	..	..	1111	14	..	2	1161	19	1
3274	Lochee, Liff Road	P.	11	969	947	198	288	286	81	853	20	..	1	2708	1084	527	.	..	128	..	..	958	11	..	..	1109	17	4
1920	Lochee, South Road	P.	11	394	349	60	96	132		288	8	..	..	1065	355	183	..	..	46	..	..	463	18	..	..	829	17	0
2208	Mitchell Street	P.	12	1240	856	177	259	251	..	741	14	4	1	2620	874	457	..	..	109	..	..	1160	18	2	..	933	11	11
4678	¶Morgan Academy	P.	6	561	478	78	176	165	54	419	13	..	1	1916	490	346	..	..	97	..	..	260	722	..	..	484	3	0
4678 H.G.	¶Morgan Academy, H.G.	H.G. P.	6	555	290	..	..	..	256	256	9	2	..	3137	1160	225	.	..	63	..	..	1036	347	305	..	1105	17	7
2029	Rosebank	P.	2	1380	1269	247	386	396	88	1117	24	1	1	3182	1364	675	..	..	..	..	..	1131	13	..	..	1410	14	10
2626	St. Andrew's	P.	9	352	179	..	..	157	..	157	7	1	..	1263	239	101	..	..	25	..	..	857	41	..	..	228	3	2
21	Tay Street	P.	1	771	672	111	204	241	35	591	15	..	2	2372	726	369	..	..	89	..	..	1173	16	..	..	730	2	10
2368	Victoria Road	P.	2	853	992	158	325	298	96	877	21	..	3	2961	1100	522	..	..	..	..	..	1332	7	..	..	1155	3	9
3427	Wallace Town	P.	1	1069	1070	200	355	332	53	940	23	1	1	2986	1135	561	..	..	140	..	..	1137	12	..	1	1160	2	2
2174	Lochee	E.	9	200	136	27	40	49	..	116	2	..	..	291	119	68	16	..	16	..	22	..	4	..	..	126	16	9
3629	St. Martin's	E.	10	271	280	72	94	87	..	253	4	1	..	509	261	155	38	..	38	..	12	..	13	..	..	269	3	3
2796	St. Paul's	E.	10	432	437	85	158	134	..	377	4	3	2	881	430	316	59	..	59	..	133	..	..	..	..	421	19	10
2111	St. Salvador's	E.	10	858	861	141	273	270	30	714	12	3	2	1669	812	445	110	..	110	18	15	..	63	..	4	865	14	2
6537	†Lawside, St. Joseph's Convent, H.G.	H.G. R.C.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
3571	Lochee, St. Mary's	R.C.	11	735	650	197	131	210	5	543	5	7	4	1325	621	355	84	..	84	14	155	..	18	..	..	601	19	4
4327	St. Andrew's, Boys'	R.C.	10	476	242	3	79	118	9	200	3	2	3	635	251	126	31	..	81	..	264	..	..	..	..	257	12	0
4748	St. Andrew's, Girls'	R.C.	10	584	544	260	100	115	15	490	6	2	5	1062	519	301	72	..	72	..	80	..	25	..	..	532	19	7
4035	St Joseph's	R.C.	10	1169	1077	242	367	346	30	985	11	10	6	2448	1137	613	146	..	146	8	373	..	50	..	5	1161	13	6
2136	St Mary's	R.C.	10	1872	1419	388	356	491	48	1283	14	7	6	2965	1454	778	188	..	188	18	320	..	52	..	..	1467	9	4
4760	St. Patrick's	R.C.	9	544	558	99	173	167	9	448	4	6	1	1097	498	277	68	..	68	..	38	..	23	..	35	511	16	7
5629	Dudhope Bank Deaf and Dumb Institution	..	9	..	..	1	6	17	..	24	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.	129	18	9
4746	Institution for the Blind	..	9	..	..	2	3	14	..	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	107	12	6
1938	Seafield's Works, Half Time	..	9	181	42	..	..	30	..	30	1	1	..	224	64	34	8	8	36	..	74	..	..	..	..	38	17	9
4288	Ward Mills	..	6	314	172	..	..	100	..	100	2	2	..	423	141	76	19	..	28	..	159	..	..	..	..	136	6	3
	DUNDEE (Landward). (175)																											
4164	Drumgeith	P.	4	202	239	42	85	75	12	214	5	..	..	578	259	124	..	..	47	..	..	148	..	..	..	252	15	1
	DUNNICHEN § 67. (214)																											
3108	Craichie	P.	5	100	62	10	21	27	..	58	2	..	..	242	71	34	..	50	13	..	..	67	8	..	..	73	12	9
2745	Letham	P.	5	243	147	33	43	43	11	130	2	1	3	372	176	82	..	..	31	..	..	73	11	..	..	164	15	9

† New School—Grant to run as from 1st September, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905–1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont.*																									
	Eassie and Nevay. (99)																									
505	Eassie and Nevay	P.	6	127	94	18	31	29	4	82	2	..	..	306	84	46	..	..	17	..	..	158	..	..	..	93 19 3
	Edzell (145)																									
154	Edzell	P.	2	220	166	28	44	56	10	138	2	2	..	399	166	84	..	..	31	..	..	118	..	..	..	167 4 0
187	Waterside	P.	4	60	18	2	7	5	..	14	1	..	..	71	28	5	..	..	3	..	..	34	..	..	..	29 6 0
	Farnell. (111)																									
4203	Farnell	P.	2	130	121	19	40	37	8	104	2	1	..	304	119	59	..	40	..	..	..	86	..	..	..	134 10 3
	Fern. (70)																									
3126	Fern	P.	3	78	70	12	20	22	3	57	2	..	..	200	77	34	..	50	13	..	..	26	..	..	..	76 9 0
	Forfar (Burgh) § 67. (2234)																									
4502	¶Academy	P.	3	260	130	28	47	45	..	120	2	3	1	466	162	86	..	30	32	..	..	19	137	..	1	186 14 1
4504	East	P.	3	483	403	101	156	118	..	375	6	1	5	835	432	231	..	..	87	..	..	71	..	..	15	421 4 6
3789	North	P.	3	400	344	69	150	101	..	320	6	2	1	787	379	200	..	..	76	..	..	124	..	..	9	369 12 9
3560	*South*	P.	3	341	302	78	107	87	..	272	5	2	3	744	304	166	..	..	62	..	..	206	..	..	5	300 13 3
1738	Wellbraehead	P.	3	350	262	62	97	82	..	241	6	..	3	682	280	111	..	..	57	..	..	227	..	..	7	271 10 0
9451	West	P.	3	607	595	72	168	134	164	538	18	1	8	1502	789	317	..	..	119	..	..	257	..	..	20	761 12 6
	Forfar (Landward). (300)																									
113	Kingsmuir	P.	5	135	82	14	23	32	5	74	1	1	1	254	94	46	..	..	17	..	..	93	..	4	..	90 6 6
4471	*Lunanhead*	P	5	147	100	17	25	44	..	86	2	..	.	231	85	46	..	..	17	4	..	79	..	..	..	94 8 6
	Fowlis Easter. (69)																									
708	Fowlis Easter	P.	6	99	54	9	21	18	..	48	2	..	..	224	65	31	..	50	12	..	..	66	..	..	..	57 0 6
	Friockheim § 67. (301)																									
390	Friockheim	P	6	320	201	47	64	64	9	184	2	2	1	496	224	115	..	..	43	..	..	109	..	5	..	213 14 0
	Glamis. (285)																									
365	Glamis	P.	5	200	136	18	41	44	7	110	2	2	..	355	144	76	..	20	28	..	..	87	..	..	..	130 0 6
4520	Glen Ogilvy, The Milton	P.	5	68	23	3	10	11	..	24	1	..	..	102	21	11	..	..	4	..	..	66	..	..	..	20 15 6

	GLENISLA.	(133)																											
3556	Folda		P.	4	81	28	8	10	11	2	26	1	..	..	162	50	19	..	..	7	..	..	85	..	..	..	51	16	9
3174	Glenisla		P.	4	73	48	10	15	12	..	37	1	..	..	134	56	21	..	..	8	..	..	49	..	..	..	54	7	6
4145	Kilry		P.	4	81	60	16	23	11	..	50	1	1	..	213	67	30	..	40	11	..	..	65	..	..	..	67	8	9
	GUTHRIE.	(59)																											
4090	Guthrie		P.	3	100	71	11	30	22	.	68	1	1	..	288	74	35	..	40	13	..	..	125	..	..	..	78	5	6
	INVERARITY.	(178)																											
42	Inverarity		P.	4	197	96	15	39	26	8	83	3	..	..	358	91	50	..	..	19	..	..	128	.	..	..	98	13	0
3235	Kirkbuddo		P.	4	91	44	6	13	17	..	36	1	..	..	136	52	22	..	..	8	..	..	54	..	..	..	49	11	3
	INVERKEILOR.	(224)																											
2920	Chapelton		P.	2	137	96	10	30	44	..	84	2	..	..	243	97	51	..	..	19	8	..	68	..	..	..	91	13	6
3197	Inverkeilor		P.	2	232	197	34	58	63	7	162	2	1	2	428	216	111	..	..	40	17	..	44	..	..	..	190	5	3
	KETTINS.	(140)																											
3210	Kettins		P.	6	178	107	22	32	83	7	99	3	..	..	365	106	55	..	40	22	..	..	143	..	..	..	119	2	6
	KINGOLDRUM.	(67)																											
738	Kingoldrum		P.	4	93	41	6	14	14	..	34	1	1	..	170	54	21	..	..	8	..	..	53	..	..	34	52	6	2
	KINNELL.	(125)																											
872	Kinnell		P.	2	147	105	10	28	48	..	86	2	..	..	207	96	51	..	..	20	..	..	101	..	..	..	96	2	0
	KINNETTLES.	(61)																											
3792	Kinnettles		P.	5	110	68	14	18	31	..	63	2	..	..	235	81	44	..	..	17	..	..	93	..	..	..	68	15	3
	KIRKDEN.	(105)																											
264	Kirkden		P.	5	127	46	11	13	14	1	39	2	..	..	200	53	23	..	50	9	..	..	68	2	..	1	53	0	0
	KIRRIEMUIR § 67.	(1136)																											
1045	*Carroch Combination*		P.	3	60	34	4	11	18	..	28	1	..	..	98	45	16	..	..	..	..	..	36	..	..	..	45	17	3
328	Padanarum		P.	3	77	69	10	24	26	1	61	1	1	..	181	64	36	..	40	..	..	..	38	..	..	..	68	8	6
263	Reform Street		P.	1	406	359	68	116	133	3	320	6	2	2	905	379	193	..	..	50	..	..	283	..	..	..	367	17	0
884	*Roundyhill*		P	3	91	72	11	18	23	0	66	2	..	..	223	74	36	..	50	..	..	..	63	..	..	..	87	0	0
3651	Webster's Seminary		P.	6	416	420	84	91	193	..	368	8	..	5	852	451	302	.	..	85	..	..	14	..	..	..	423	12	7
3651 H.G	Webster's Seminary H.G.		HGP	6	136	66	..	..	..	55	55	2	..	..	613	202	37	..	..	10	181	..	19	..	165	..	234	8	6
4705	Westmuir		P.	1	60	49	9	22	14	..	45	1	..	..	113	51	23	..	..	7	..	..	26	..	..	—	48	7	6
3246	St. Mary's		E.	1	180	111	24	24	45	..	93	1	2	..	269	100	49	16	30	14	..	32	..	..	..	0	101	14	0
	LIFF, BENVIE, &C.	(303)																											
3562	Liff		P.	4	140	101	19	29	35	11	94	2	1	..	428	127	61	..	40	23	..	..	170	..	5	2	120	4	3
2240	Muirhead of Liff		P.	4	163	150	28	49	49	7	133	3	..	1	453	167	31	..	..	30	..	..	170	..	4	1	160	8	9
	LINTRATHEN.	(130)																											
3835	Backwater		P.	4	30	15	1	7	4	..	12	1	..	..	95	28	8	..	..	3	..	..	56	..	..	..	28	3	9
2908	Braes of Coull		P.	4	63	26	5	6	8	5	24	1	1	..	200	47	24	..	40	..	..	..	89	..	..	..	47	19	0
3909	Lintrathen		P.	4	101	82	14	24	20	13	71	2	..	..	223	94	45	..	..	17	..	..	67	..	..	..	80	5	0
	LOCHLEE.	(59)																											
2545	Lochlee		P.	4	91	37	8	18	14	..	30	1	1	..	225	63	27	..	50	10	..	..	75	..	..	..	52	3	0
	LOGIE-PERT.	(208)																											
3417	Craigo		P.	2	138	117	21	35	45	..	101	2	1	..	331	112	62	..	40	23	..	..	94	..	..	..	113	9	9
3280	Logie-Pert		P.	2	112	71	12	20	27	..	59	2	..	..	264	69	33	..	50	13	..	..	98	1	..	..	64	7	3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools).									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.									
														£	£	£	£	£	£	£	£	£	£	£	£	£	s	d.
	FORFAR—*contd.*																											
	LUNAN. (62)																											
3915	Lunan	P.	2	78	57	9	20	20	3	52	2	..	..	212	58	27	..	50	11	2	..	64	..	..	..	60	17	0
	LUNDIE. (49)																											
778	Lundie	P.	6	108	55	8	20	13	3	44	1	1	..	144	66	28	..	40	11	..	..	..	..	..	1	62	1	0
	MAINS AND STRATHMARTINE. (873)																											
3772	Downfield	P.	6	227	239	48	69	97	..	214	4	2	..	627	227	124	..	..	46	..	..	224	..	6	..	237	0	9
4477	Mains	P.	6	222	101	18	31	37	8	94	3	..	..	374	101	56	..	..	61	..	..	154	..	2	..	114	7	9
3660	Strathmartine	P.	6	150	130	24	49	45	..	118	3	..	..	311	121	67	..	30	25	..	..	69	..	..	..	127	14	3
	MARYTON. (64)																											
3465	Maryton	P.	2	116	59	5	18	28	..	51	2	..	..	170	65	29	..	40	..	..	..	36	..	..	..	68	19	0
	MENMUIR. (145)																											
2167	Menmuir	P.	2	135	100	16	28	37	4	85	2	..	..	242	93	51	..	..	19	..	..	79	..	..	..	98	8	9
	MONIFIETH. (592)																											
379	Mattocks	P.	3	164	113	27	36	32	4	99	2	1	..	318	121	61	..	..	23	..	..	103	..	..	11	118	10	0
2318	Monifieth	P.	3	625	458	97	142	122	29	390	9	1	1	997	439	241	..	..	10	..	..	151	..	..	25	474	10	0
	MONIKIE. (302)																											
756	Bankhead	P.	5	78	84	11	12	8	..	31	1	..	..	133	48	19	..	..	7	..	..	59	..	..	..	47	6	0
177	Monikie	P.	5	187	154	34	45	39	20	138	2	1	1	324	167	78	..	..	29	..	..	50	..	..	..	178	3	8
1014	Newbigging	P.	5	120	75	11	26	27	..	64	2	..	..	233	81	45	..	..	17	..	..	90	..	..	..	69	18	3
	MONTROSE (Burgh) § 67. (2279)																											
552	¶Academy	P.	4	221	186	28	61	29	..	118	4	..	..	448	186	75	..	30	23	..	..	4	174	..	..	129	5	9
4428	North Links	P.	11	1170	916	358	200	301	36	795	16	1	2	2279	988	478	..	..	120	..	..	736	..	..	8	986	13	1
4800	Southesk	P.	10	805	611	149	165	169	28	506	11	1	3	1422	640	318	..	..	81	..	..	372	..	..	12	608	7	2
1341	Townhead	P.	10	466	403	74	123	173	..	370	7	..	4	997	466	245	..	..	61	..	..	227	..	..	..	427	19	11
	MONTROSE (Landward). (150)																											
2291	Loanhead	P.	1	208	162	35	52	49	.	136	3	..	..	352	145	82	.	..	20	..	..	106	..	..	1	146	17	0

	MURROES. (221)																											
392	Murroes	P.	4	165	165	34	50	47	4	135	3	..	..	403	165	91	..	30	34	..	..	75	.	5	..	150	3	3
	NAVAR AND LETHNOT. (53)																											
3723	Navar and Lethnot	P.	4	50	28	5	6	12	..	23	1	..	..	157	50	13	..	..	8	..	4	82	..	..	..	50	16	0
	NEWTYLE. (172)																											
959	Newtyle	P.	6	313	136	25	43	42	7	117	2	1	..	368	118	62	..	40	23	..	..	100	..	..	29	136	2	0
	OATHLAW. (92)																											
333	Oathlaw	P.	2	95	55	12	19	21	..	52	1	..	..	193	76	34	..	..	14	..	..	67	..	2	..	66	13	3
	PANBRIDE. (357)																											
132	Muirdrum	P.	3	50	40	12	15	9	..	36	1	..	..	109	58	25	..	..	9	..	..	17	..	..	..	52	12	3
4064	Panbride	P.	3	309	209	27	58	84	16	185	4	1	2	618	257	125	..	..	47	..	..	188	..	..	..	232	0	6
	RESCOBIE. (110)																											
3529	Rescobie	P.	3	61	35	5	13	12	..	30	1	..	..	192	40	17	..	..	6	..	..	129	..	..	..	42	14	6
	RUTHVEN. (20)																											
132	Ruthven	P.	3	64	52	8	19	17	..	44	1	1	..	224	65	28	..	40	10		..	72	..	..	..	63	5	3
	STRACATHRO. (91)																											
2151	Stracathro	P.	2	173	91	14	30	35	..	79	1	1	..	291	77	33	..	..	16	..	..	161	..	..	..	86	15	3
	TANNADICE. (242)																											
3539	Burnside of Inshewan	P.	3	84	44	7	14	17	..	33	1	1	..	170	58	27	..	..	10	..	..	69	6	..	..	51	10	9
3952	Denside	P.	2	75	39	6	11	12	6	35	1	1	..	170	66	19	..	50	7	..	..	22	6	..	..	62	9	9
2536	Tannadice	P.	2	132	73	13	22	23	9	67	2	..	..	228	87	43	..	..	16	..	..	73	8	..	2	85	14	6
	TEALING. (133)																											
378	Tealing	P.	6	138	124	21	37	36	8	102	3	..	..	327	127	68	..	40	25	..	..	68	..	..	..	121	19	0
	TOTAL			57924	48147	8981	14499	15493	3338	42311	914	135	153	136045	55002	26138	864	1748	6546	288	1700	38591	4493	1391	341	55329	15	9
	HADDINGTON.																											
	ABERLADY. (169)																											
2168	Aberlady	P.	4	206	134	23	49	50	..	122	2	..	..	304	132	73	..	..	27	..	..	72	..	..	1	135	16	0
	ATHELSTANEFORD. (92)																											
988	Athelstaneford	P.	3	164	134	24	58	30	3	115	3	..	1	409	128	68	..	..	26	..	..	186	..	..	..	130	13	6
	BOLTON. (46)																											
211	Bolton	P.	3	68	40	10	15	7	2	34	2	..	..	168	52	20	..	50	8	..	..	88	..	..	..	49	10	3
	DIRLETON. (357)																											
235	Dirleton	P.	4	142	113	17	35	43	2	97	2	1	..	338	111	50	..	40	22	..	..	105	..	2	..	111	7	3
164	Gullane	P.	4	145	137	25	41	46	3	115	2	1	..	353	129	71	..	..	27	..	..	126	..	1	..	130	7	0
2787	Kingston	P.	4	138	62	10	20	16	3	49	2	..	..	254	65	32	..	60	12	..	..	94	..	1	..	58	3	0
	DUNBAR (Burgh). (709)																											
2480	Dunbar (Burgh)	P.	6	606	529	116	171	166	..	453	9	2	3	1098	530	275	..	..	102	..	..	178	9	..	3	517	2	10
2480 H.G	Dunbar (Burgh), H.G.	HGP	6	137	84	..	..	1	80	81	3	..	..	701	300	44	..	..	16	80	..	213	..	40	8	355	19	5

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars: Under 7 (Infants).	Actual Average Attendance of Scholars: Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars: Above 10: (Senior Division.)	Actual Average Attendance of Scholars: Above 10: (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars: Total.	Number of Teachers: Certificated.	Number of Teachers: Assistant Teachers (Art. 79)	Number of Teachers: Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from: Annual Grant, 1905-1906. £	Income of School Derived from: Grant in Relief of Fees. £	Income of School Derived from: Aid Grant to Voluntary Schools. £	Income of School Derived from: General Aid Grant: In Respect of Additional Staff or Gaelic Speaking Teachers. £	Income of School Derived from: General Aid Grant: Paid on Average Attendance. £	Income of School Derived from: Endowment. £	Income of School Derived from: Voluntary Contributions. £	Income of School Derived from: Rates. £	Income of School Derived from: School Fees and Books sold to Children. £	Income of School Derived from: Grants from Local Authorities for Secondary and Technical Education. £	Income of School Derived from: Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	HADDINGTON—*cont.*																									
	DUNBAR (Landward). (287)																									
3367	Eastbarns	P.	2	106	84	14	23	35	..	72	1	1	..	238	80	45	..	..	16	..	..	96	..	1	..	78 17 9
240	Westbarns	P.	2	205	212	44	53	101	..	198	3	1	..	450	217	125	..	..	45	..	..	63	..	..	..	221 9 3
	GARVALD. (105)																									
3719	Garvald	P.	3	125	83	18	23	25	2	68	2	..	..	214	80	42	..	..	16	..	..	76	..	..	..	77 5 3
	GLADSMUIR. (336)																									
2266	Longniddry	P.	4	144	106	9	40	33	..	87	2	..	..	304	107	37	..	..	..	..	..	160	..	..	..	96 4 6
3441	Macmerry	P.	4	140	131	22	46	25	6	99	3	1	..	379	110	39	..	40	..	..	..	190	..	..	..	115 7 6
3791	Samuelston	P.	4	61	46	12	12	12	..	36	1	1	..	184	47	14	..	50	..	..	..	73	..	..	..	48 5 0
	HADDINGTON (Burgh). (861)																									
923	Primary	P.	3	726	671	106	204	224	45	579	10	1	4	1544	740	346	..	..	130	..	..	248	..	..	80	772 17 0
4107	Haddington	R.C.	3	165	122	19	34	45	3	101	1	1	..	260	126	65	10	..	24	..	25	..	8	1	..	114 11 9
	HUMBIE. (120)																									
504	Humbie	P.	3	101	76	8	28	24	4	64	1	..	..	215	66	31	..	..	11	..	..	107	..	..	..	75 16 0
	INNERWICK. (153)																									
1056	Innerwick	P.	2	126	108	16	33	48	..	92	2	..	..	286	111	62	..	..	22	..	..	92	..	..	..	103 4 9
	MORHAM. (40)																									
3882	Morham	P.	3	60	44	9	18	11	..	38	1	1	..	191	73	31	..	40	11	..	..	33	..	8	..	55 17 6
	NORTH BERWICK. (569)																									
4076	Halfland Barns	P.	9	68	34	11	12	10	..	33	1	..	..	101	27	14	..	..	4	..	..	56	..	..	..	35 10 0
5222	¶High (Elemy. Dept.)	P.	9	126	54	..	13	37	..	50	5	..	..	233	77	..	..	..	59	..	..	50	48	..	..	62 13 2
2776	North Berwick	P.	9	516	398	99	125	116	17	357	7	1	5	1094	454	219	..	..	55	..	..	361	..	1	5	455 13 1
	OLDHAMSTOCKS. (96)																									
597	Oldhamstocks	P.	2	120	42	7	10	21	..	38	2	..	..	227	61	31	..	50	..	..	..	58	..	..	28	51 19 9
	ORMISTON. (268)																									
3873	*Crossroads*	P.	3	153	83	12	19	31	..	2	2	..	..	244	60	3	..	..	14	..	..	123	..	..	..	68 0 0

4071	Ormiston	P.	4	227	224	42	72	61	5	180	2	2	..	420	131	103	..	..	38	..	..	97	..	..	..	201	18	0
	PENCAITLAND. (194)																											
2004	Pencaitland	P.	2	193	147	25	51	37	9	122	8	..	..	380	133	70	..	..	25	15	..	140	..	..	..	147	13	9
	PRESTONKIRK. (264)																											
2750	East Linton	P.	4	404	209	36	68	74	3	181	8	4	..	800	203	107	..	..	40	..	..	434	—	14	1	208	11	6
	PRESTONPANS § 67. (799)																											
4577	Prestonpans	P.	1	631	647	116	148	331	53	548	9	..	7	1435	659	383	..	..	80	136	..	128	..	..	—	665	4	3
6459	Prestonpans West	P.	1	240	256	99	107	20	..	226	2	3	2	387	244	144	..	..	34	12	..	..	..	..	—	213	6	9
	SALTON. (64)																											
2544	Salton	P.	2	139	74	12	26	20	5	63	2	..	..	275	107	43	..	32	17	6	..	71	..	..	..	85	19	0
	SPOTT. (66)																											
3681	Spott	P.	3	120	52	10	15	17	..	42	2	..	..	237	52	23	..	50	9	1	..	102	..	..	..	55	6	3
	STENTON. (91)																											
3841	Stenton	P.	3	150	105	13	24	42	8	87	2	1	1	305	119	58	..	..	22	8	..	99	..	..	..	111	17	0
	TRANENT § 67. (1456)																											
2873	Cockenzie	P.	1	632	517	121	163	141	18	443	8	..	4	883	413	275	..	..	65	..	..	131	..	..	..	518	14	0
3437	Elphinstone	P.	1	252	225	44	64	72	..	180	3	1	..	452	177	107	..	..	25	..	..	144	..	..	..	193	18	0
3388	Tranent	P.	1	842	811	147	210	267	48	702	11	4	4	1725	834	403	..	..	101	..	..	336	4	..	47	861	17	11
6471	St. Martin's	R.C.	12	168	128	31	84	41	..	106	1	2	1	301	111	59	15	..	15	..	110	..	3	..	..	115	2	9
	WHITEKIRK AND TYNINGHAME. (149)																											
733	Tyninghame	P.	4	122	69	7	24	25	..	56	1	1	..	216	68	38	..	..	14	1	..	89	..	..	..	61	15	9
732	Whitekirk	P.	4	127	66	14	15	26	..	55	1	..	..	277	67	37	..	..	14	..	..	160	..	..	..	59	12	0
	WHITTINGHAME. (97)																											
4860	*Kingside Combination*	P.	3	24	10	2	2	4	..	8	1	..	..	60	26	5	..	..	2	..	..	28	..	..	..	28	15	6
538	Whittinghame	P.	3	90	38	11	10	10	1	32	1	..	..	183	37	16	..	..	6	..	..	125	..	..	..	45	0	6
	YESTER. (126)																											
2352	*Longyester*	P.	3	60	45	2	18	18	..	33	1	..	..	107	53	23	..	..	9	..	..	23	..	..	..	53	9	6
2967	Yester	P.	3	174	103	14	31	43	..	88	8	..	..	286	104	57	..	49	21	..	..	64	..	..	..	96	19	9
	TOTAL			9233	7258	1377	2194	2806	320	6197	125	30	32	18531	7485	3679	32	442	1185	259	135	5071	66	64	173	7667	15	2
	INVERNESS.																											
	ABERNETHY AND KINCARDINE. (246)																											
4262	Abernethy	P.	4	256	128	14	40	41	6	101	2	1	..	294	124	55	..	..	21	..	..	94	..	..	..	154	15	5
591	Dorback	P.	4	40	26	3	8	8	1	20	p	..	..	87	44	14	..	..	5	..	..	23	..	..	..	40	19	9
1752	Glenbrown and Glenlochy	P.	4	42	19	..	5	7	6	18	p	..	..	81	42	11	..	..	4	..	..	24	..	..	..	46	1	9
3988	Tulloch	P.	4	84	48	2	16	19	..	87	p	..	..	129	55	22	..	..	8	..	..	44	..	..	..	68	3	3
	ALVIE. (81)																											
4305	Alvie	P.	4	118	60	9	19	22	6	56	2	..	..	222	90	31	..	40	12	..	..	49	..	..	..	97	15	0
1357	Lagganlia	P.	4	53	17	..	6	7	..	13	p	..	..	86	34	9	..	..	3	..	..	40	..	..	..	32	7	3
4809	Lynwilg	P.	4	22	14	3	5	5	..	13	1	..	..	92	30	7	..	..	3	..	..	43	..	..	..	31	12	3
	ARDERSIER. (227)																											
2748	Ardersier	P.	11	220	169	29	56	61	9	155	3	1	2	530	211	92	..	..	24	..	..	213	..	..	..	215	13	9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division.).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.									
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	INVERNESS—*cont.*																											
	ARISAIG AND MOIDART. (170)																											
84	Glenfinnan	P	6	30	11	1	4	4	..	9	1	..	..	103	35	8	..	..	3	..	..	57	..	..	..	33	18	0
661	Glenuig	P.	6	40	33	4	12	9	4	29	1	..	..	418	99	43	..	40	15	..	..	218	2	..	..	113	8	4
4227	Arisaig	C.S.	6	68	28	3	9	10	2	24	1	..	..	105	29	13	3	..	5	..	15	..	2	..	..	83	13	0
1387	Arisaig	R.C	6	114	87	3	15	52	4	74	1	..	1	217	119	50	12	..	19	..	..	..	16	..	..	110	16	6
	BARRA § 67. (502)																											
6417	Brevig	P.	4	60	55	18	24	6	..	48	1	1	..	121	74	35	..	10	13	..	..	..	..	..	..	58	14	6
600	Castlebay	P.	4	240	204	30	48	93	8	179	1	1	2	370	250	110	..	..	41	..	..	..	1	1	..	248	0	9
868	Craigston	P.	4	93	122	17	35	58	..	110	1	1	..	202	147	66	..	..	25	..	..	..	..	..	..	143	16	0
1882	Minglay	P.	4	37	24	5	8	10	..	23	p	..	..	76	50	17	..	..	6	..	..	2	..	..	..	44	11	6
1059	Northbay	P.	4	163	150	24	37	64	4	129	1	1	1	236	179	79	..	..	30	..	..	..	..	..	..	179	16	0
	BOLESKINE AND ABERTARFF. (291)																											
604	Boleskine	P.	3	97	62	6	14	26	7	53	1	1	..	199	85	36	..	40	13	..	..	18	7	..	..	81	0	6
2575	Fort Augustus	P.	3	160	71	10	23	23	6	62	2	..	1	203	82	35	..	40	13	..	..	36	2	..	..	89	4	9
6387	Foyers	P.	3	150	95	31	28	26	4	89	1	1	..	202	64	37	..	..	14	..	..	83	3	..	..	96	8	2
1704	Knockchoilum	P	3	40	14	2	4	6	..	12	p	..	..	86	32	8	..	..	3	..	..	42	1	..	..	30	12	6
4707	Fort Augustus	R.C	3	67	30	4	11	11	..	26	1	..	..	118	36	17	4	..	6	20	35	..	..	..	..	33	13	9
1074	Whitebridge	R.C.	3	67	*11*	*3*	*4*	*4*	..	*11*	*1*	..	..	*62*	*25*	7	*2*	..	*2*	..	*20*	..	..	..	..	*25*	*19*	*0*
	BRACADALE. (165)																											
3967	Carbost	P.	5	70	47	4	10	17	5	36	1	1	..	153	69	22	..	..	8	..	..	58	..	..	..	71	0	9
1714	Glenbrittle	P.	5	17	10	1	4	3	..	8	p	..	..	45	..	4	..	..	1	..	..	40	..	..	..	24	16	0
187	Struan	P.	5	100	58	5	17	20	4	46	1	1	..	174	85	28	..	..	11	..	..	50	..	..	..	81	6	3
	CROY AND DALCROSS. (238)																											
4748	†Balcroy	P.	12	44	17	2	7	5	..	14	1	..	..	56	14	6	..	..	2	..	..	31	..	..	..	15	5	3
210	Clava	P.	12	113	45	6	12	15	5	38	1	..	1	147	72	23	..	..	6	..	..	46	..	..	..	70	4	8
2918	Croy	P.	12	107	125	15	44	47	10	116	1	1	2	255	154	70	..	..	16	..	..	14	..	..	..	170	18	9
	DAVIOT AND DUNLICHTY. (190)																											
4704	Brin	P.	1	88	47	4	14	17	5	40	1	1	..	188	74	25	..	40	6	..	..	37	..	..	..	78	6	9
1190	Daviot	P.	1	80	26	4	6	9	4	22	1	1	..	170	43	10	..	18	8	..	..	96	..	..	..	48	5	8

1604	Dunmaglass	P.	1	50	32	3	8	10	7	28	2	..	..	131	58	17	..	25	4	..	..	27	..	..	..	59 17 6
2233	Farr	P.	1	90	33	5	9	10	4	28	1	1	..	168	60	21	..	24	5	..	..	59	..	..	..	55 17 0
	DORES. (178)																									
3824	Aldourie	P.	1	125	57	7	16	19	4	46	1	1	.	186	88	31	..	28	8	..	..	81	..	..	..	79 9 8
5657	Bunachton	P.	1	21	11	2	2	4	..	8	1	..	..	66	27	6	..	..	2	..	..	31	..	..	..	24 10 0
4167	Bunchrubin	P.	1	80	21	5	4	6	2	17	1	..	..	101	37	9	..	..	2	..	..	53	..	..	..	33 18 6
3871	Stratherrick	P.	1	110	64	5	18	19	12	54	1	1	..	211	108	37	..	40	9	..	..	17	..	..	..	99 16 8
	DUIRINISH § 67. (612)																									
1731	Borreraig	P.	6	75	33	3	11	11	2	27	p	..	..	76	51	16	..	10	6	..	..	..	..	..	2	52 11 9
1619	Borrodale	P.	6	170	121	15	27	49	6	97	1	1	2	253	145	60	..	10	23	..	..	14	..	..	1	141 0 8
3080	Colbost	P.	6	81	40	5	12	13	3	33	1	..	1	122	60	19	..	..	7	..	..	35	..	..	1	64 3 9
3098	Dunvegan	P.	6	98	57	11	14	19	5	49	1	1	2	230	102	32	..	60	12	..	..	24	..	..	1	91 9 8
2956	Edinbane	P.	6	131	54	6	14	24	..	44	1	1	..	201	54	28	..	..	59	..	..	65	..	..	..	69 2 9
1767	Knockbreck	P.	6	102	62	8	19	24	7	58	1	1	..	175	80	38	..	..	14	..	..	38	..	..	5	76 9 10
1490	Lochbay	P.	6	90	*51*	*7*	*18*	*17*	*5*	*47*	*1*	..	..	*115*	*55*	*23*	..	..	*6*	..	..	*29*	..	..	*2*	*76 3 6*
1618	Vattin Bridge	P.	6	140	101	12	35	29	5	81	1	1	1	262	115	46	..	10	17	..	..	72	..	..	2	110 11 8
	DUTHIL AND ROTHIEMURCHUS. (355)																									
1218	Deshar	P.	4	128	65	9	23	22	2	56	1	1	..	207	81	32	..	40	12	..	..	41	..	..	..	86 2 9
3099	Dulnain Bridge	P.	4	153	71	7	14	31	7	59	1	2	..	253	124	45	..	..	17	..	..	68	..	..	..	96 1 8
821	Duthil	P.	4	124	89	11	26	27	7	71	1	1	..	269	130	43	..	..	16	22	..	58	..	..	..	126 17 8
3613	Rothiemurchus	P.	4	144	100	13	32	29	9	83	2	..	..	212	114	49	..	..	18	..	..	31	..	..	..	119 7 3
	GLENELG. (234)																									
1402	Arnisdale	P.	6	46	25	..	7	14	1	22	p	..	..	130	61	22	..	..	8	..	..	40	..	..	..	54 12 0
1396	Bracara	P.	6	36	13	..	2	11	..	13	1	..	..	95	40	8	..	10	3	..	..	24	..	..	11	42 8 3
1351	Glasnacardoch	P.	6	60	60	1	18	29	2	50	1	1	..	187	77	35	..	..	18	..	..	62	..	..	..	69 5 9
744	Glenelg District	P.	6	68	32	1	9	14	8	27	1	..	1	188	73	23	..	..	9	..	..	88	..	..	1	66 8 0
745	Inverie	P.	6	48	11	1	2	7	..	10	p	..	..	147	53	15	..	..	6	..	..	69	..	..	3	52 11 0
6502	Mallaig	P.	6	80	32	20	6	..	..	26	1	..	..	79	..	14	..	..	5	..	..	59	..	..	1	34 11 10
	GLENGARRY. (125)																									
4636	Aberchalder	P.	3	35	18	2	3	7	1	13	p	..	..	57	33	8	..	..	3	..	..	12	..	..	..	32 12 9
2840	Invergarry	P.	3	111	31	4	9	9	7	29	1	..	..	228	103	40	..	..	15	..	..	70	..	..	..	99 14 3
	HARRIS § 67. (1062)																									
1804	Bernera	P.	4	116	102	16	32	46	..	94	1	1	..	228	96	44	..	10	16	..	..	62	..	..	..	122 4 6
1805	Drinishader	P.	4	105	61	3	17	29	1	50	1	1	..	141	79	31	..	10	11	..	..	9	..	..	..	77 14 3
1061	Finsbay	P.	4	52	40	1	10	16	1	28	p	..	..	110	60	20	..	10	7	..	..	18	..	..	..	48 14 0
1806	Kyles Scalpay	P.	4	71	80	14	21	27	6	68	1	..	..	200	119	50	..	10	19	..	..	2	..	..	..	114 16 1
1847	Kyles Stockinish	P.	4	125	109	20	28	27	10	85	1	..	2	205	128	51	..	10	19	..	..	..	..	..	..	130 18 3
1807	Manish	P.	4	95	81	4	26	30	5	65	1	..	1	175	103	40	..	..	15	..	..	16	..	..	..	105 13 6
3333	Obbe	P.	4	85	60	5	11	27	6	49	1	1	..	176	69	37	..	..	14	..	..	56	..	..	..	93 17 9
1850	Scalpay	P.	4	125	110	6	30	40	8	84	1	..	1	234	137	58	..	..	22	..	..	17	..	..	..	118 11 0
1808	Scarista	P.	4	42	40	1	12	18	3	34	p	..	..	123	81	31	..	10	12	..	..	..	..	..	..	78 7 6
1846	Scarp	P.	4	39	32	8	10	7	3	28	1	..	1	148	66	22	..	10	8	..	..	42	..	..	..	62 11 3
1090	Tarbert, Sir E. Scott	P.	4	170	126	8	26	45	12	91	2	1	1	414	183	82	..	10	31	..	50	56	..	2	..	183 19 5
	INSH. (52)																									
809	Insh	P.	4	88	25	3	5	9	3	20	1	1	..	216	51	13	..	40	6	34	..	73	..	..	..	49 2 3
	INVERNESS (Burgh). (3859)																									
2812	Central	P.	10	1449	782	128	283	317	..	678	13	1	6	1956	797	409	..	..	100	..	..	650	..	..	..	829 13 3
4298	Clachnaharry	P.	10	150	83	13	27	33	..	73	1	1	..	258	85	46	..	..	12	..	..	115	..	..	..	83 2 9
2118	Farraline Park	P.	10	795	658	128	199	251	..	578	12	..	6	1619	663	355	..	..	85	..	..	547	..	..	..	690 4 11

† This School is situated in the County of Nairn.

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Course or Higher Grade School.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*cont.*																									
	Inverness (Burgh)—*cont.*																									
2105	High (Elementary Dept.)	P.	6	1266	952	165	271	382	13	831	18	2	6	2436	995	530	..	..	197	..	..	714	..	..	..	1026 6 8
2105 H.G	High, H. G.	H.G. P.	6	284	207	..	..	..	182	182	7	..	..	1429	708	112	..	..	42	..	..	493	..	75	..	774 8 9
4086	Merkinch	P.	10	949	704	136	237	300	..	673	13	1	6	1812	802	418	..	..	101	..	..	490	..	..	..	707 6 11
4217	Cathedral, Boys	E.	10	150	68	8	15	34	..	57	2	..	..	233	66	32	8	50	8	..	69	..	..	..	..	68 19 0
3360	The Bishop's	E.	10	200	167	38	58	46	..	142	4	..	1	356	178	89	23	..	23	..	30	..	4	..	5	161 19 6
4276	Roman Catholic	R. C.	10	235	117	27	35	35	..	97	2	1	..	282	109	62	15	30	15	..	40	..	12	..	..	107 5 9
6437	The Convent	R. C.	10	100	64	13	15	20	4	52	1	..	..	194	79	42	10	40	10	..	10	..	21	..	..	65 7 4
6118	Northern Counties' Institution for the Blind	..	10	..	..	1	1	6	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	44 12 6
	Inverness (Landward). (975)																									
936	Abriachan	P.	12	100	84	8	22	39	4	73	1	1	..	231	101	39	..	..	10	..	..	81	..	..	..	117 13 10
968	Culcabock	P.	12	136	97	17	29	34	..	80	2	1	..	251	84	48	..	40	12	..	..	107	..	..	..	102 17 0
2691	Culduthel	P.	12	122	72	8	20	28	3	59	2	1	..	255	84	34	..	50	9	..	..	88	..	..	..	84 2 7
3056	Culloden	P.	12	136	94	11	34	32	7	84	2	1	..	343	114	52	..	40	12	..	..	124	..	..	..	118 2 4
2205	Dochgarroch	P.	12	122	52	8	11	23	4	46	1	1	..	237	85	30	..	40	7	..	..	65	..	..	..	78 18 7
4914	Leachkin	P.	12	128	85	11	23	33	6	73	2	1	..	234	109	46	..	40	11	..	..	87	..	..	..	109 12 0
2820	Nairnside	P.	12	80	56	5	18	19	8	45	2	..	..	202	65	24	..	40	6	..	..	67	..	..	..	76 8 9
5480	The Highland Orphanage	..	11	100	61	13	12	28	8	61	1	1	..	176	84	31	8	..	8	..	..	..	..	..	..	93 13 10
	Kilmallie. (679)																									
1210	Banavie	P.	1	124	83	11	25	30	2	68	2	..	..	359	126	61	..	..	14	..	..	155	..	..	2	126 14 0
3217	Fort William	P.	6	290	229	34	96	79	..	209	4	2	3	696	342	80	..	..	54	..	..	216	..	..	4	335 0 1
3217 H.G.	Fort William, H.G.	H.G. P.	6	109	74	..	..	..	64	64	3	..	..	503	315	25	..	..	14	60	..	38	..	50	..	329 15 2
1599	Kinlochiel March	P.	1	40	10	3	8	6	..	17	1	..	..	83	32	9	..	..	2	..	..	30	..	..	..	36 16 6
4127	Onich	P.	1	70	32	2	6	20	..	28	1	1	..	183	57	19	..	..	6	30	..	69	2	..	..	52 17 0
3536	North Ballachulish, St. Bride's	E.	1	60	28	4	9	10	1	24	1	..	..	123	46	15	4	..	4	..	55	..	..	..	..	45 14 0
4238	Fort William	R. C.	1	123	105	17	32	42	1	92	1	2	..	246	128	56	15	30	15	..	..	..	2	..	..	122 11 0
	Kilmonivaig. (219)																									
2602	Kilmonivaig	P.	1	90	46	3	10	21	6	40	1	..	1	286	99	40	..	40	10	..	..	90	..	..	..	120 10 9

4124	Roy Bridge		P.	1	92	68	4	15	37	5	61	1	1	..	229	108	42	..	40	10	.	..	24	5	..	..	106 15 7
6006	Tulloch		P.	1	27	12	..	4	7	1	12	1	..	..	133	41	11	..	..	8	..	20	60	..	.	..	85 8 9
	KILMORACK.	(366)																									
2917	Beauly		P.	11	250	197	82	54	67	15	168	4	..	2	581	259	97	..	..	24	..	..	144	..	7	..	269 1 9
3007	Cannich Bridge		P.	3	69	14	2	5	6	..	13	1	..	..	87	29	7	..	..	3	..	..	48	..	..	..	87 17 0
1578	Teanassie		P.	3	110	88	7	25	39	6	77	1	1	1	193	117	47	..	..	18	..	..	12	..	..	..	109 18 8
2981	Beauly		R. C.	11	90	41	4	9	18	3	34	1	..	..	119	46	17	5	..	6	20	13	..	..	..	..	50 13 10
399	Marydale		R. C.	3	68	23	6	7	8	..	21	1	..	..	81	41	12	3	..	5	7	11	..	8	..	..	41 12 6
	KILMUIR § 67.	(185)																									
803	Kilmaluag		P.	6	70	60	10	20	19	..	49	1	1	..	200	71	30	..	40	11	..	..	48	..	..	..	72 17 8
844	Kilmuir		P.	6	120	97	8	28	33	4	73	1	1	2	277	105	46	..	10	17	..	..	100	..	..	..	89 11 6
	KILTARLITY.	(447)																									
3817	Culburnie		P.	3	106	96	11	29	31	15	86	1	..	3	217	116	44	..	..	17	..	..	38	..	1	..	139 2 5
3579	Glenconvinth		P.	3	81	73	11	21	31	2	65	1	1	..	193	96	35	..	..	13	..	..	48	..	..	..	101 17 9
674	Guisachan		P.	3	200	23	5	5	8	5	23	1	..	1	142	50	15	..	..	6	..	..	71	..	..	..	50 9 6
681	*Struy*		P.	3	66	37	4	13	15	..	32	1	..	..	120	61	20	..	..	7	..	..	32	..	..	..	61 3 9
2902	Tomnacross		P.	3	159	143	9	35	68	16	128	2	..	2	290	190	77	..	..	29	..	..	..	..	..	..	194 18 4
3122	Eskadale		R. C.	3	84	43	..	11	28	..	39	1	..	..	135	69	24	6	..	9	20	9	..	6	..	..	67 16 6
	KINGUSSIE.	(329)																									
1558	Dalwhinnie		P.	1	40	34	1	14	8	6	29	1	1	..	164	45	14	..	24	4	..	..	77	..	..	..	60 1 0
3605	Kingussie		P.	6	269	192	31	71	64	..	166	3	..	2	388	238	101	..	..	38	..	..	11	..	..	..	243 6 6
3605 H.G.	Kingussie, H.G.		H.G. P.	6	143	38	..	..	..	78	78	3	..	..	551	366	46	..	..	17	60	..	12	..	30	..	387 15 1
3859	Newtonmore		P.	1	159	110	23	36	30	..	89	2	1	..	286	94	45	..	40	12	..	..	96	..	..	..	112 16 6
	KIRKHILL.	(257)																									
295	Inchmore		P.	12	163	118	13	36	41	10	100	2	1	..	268	148	60	..	40	15	..	..	..	..	6	..	144 1 3
1873	Kirkton		P.	12	60	59	11	19	19	4	53	1	1	..	150	80	29	..	40	7	..	..	..	..	..	..	87 13 9
322	Knockbain		P.	12	76	71	9	20	31	1	61	1	1	1	194	92	43	..	40	10	..	..	10	..	..	..	83 8 3
	LAGGAN.	(130)																									
15	Gergask		P.	4	117	57	2	16	15	13	46	2	..	..	327	107	32	..	50	12	..	..	126	..	..	..	99 15 3
16	Glentruim		P.	4	36	32	6	9	6	8	29	1	..	..	129	62	17	..	..	7	..	..	43	..	..	..	61 18 6
1744	Lochlaggan		P.	4	40	25	3	6	10	..	19	1	..	..	115	36	11	..	..	4	..	..	64	..	..	..	37 11 0
	MOY AND DALAROSSIE.	(131)																									
1318	Dalarossie		P.	2	50	19	2	7	6	2	17	1	..	..	102	41	12	..	..	4	..	..	45	..	..	..	39 9 0
5658	Moy		P.	2	50	40	8	7	14	6	35	1	..	..	127	66	21	..	..	8	..	..	32	..	..	..	67 17 6
683	Raibeg		P.	2	90	58	9	18	18	7	52	2	..	..	225	92	33	..	50	13	..	..	37	..	..	..	85 6 6
	NORTH UIST § 67.	(783)																									
1077	Baleshare		P.	4	98	29	2	6	16	..	24	1	..	..	124	45	16	..	50	6	..	..	7	..	..	..	42 1 0
2068	Boreray		P.	4	36	20	3	6	9	..	18	p	..	..	112	38	11	..	10	4	..	..	48	..	..	..	37 4 0
4382	Carinish		P.	4	105	68	9	23	25	..	57	1	1	..	210	75	34	..	50	13	..	..	37	..	1	..	74 10 9
1280	Claddach Kirkibost		P	4	91	50	9	18	12	4	43	1	1	..	126	61	24	..	10	9	..	..	22	..	..	..	68 17 3
3798	Dunskellar		P.	4	90	82	18	21	32	..	71	1	1	..	205	100	42	..	10	16	34	..	3	..	..	..	105 5 6
5653	Glaic		P.	4	36	26	5	10	6	..	21	p	..	..	68	47	15	..	10	6	..	..	..	..	..	..	40 10 6
1881	Grimisay		P.	4	70	73	8	13	34	..	55	1	1	..	200	74	82	..	10	12	..	..	70	..	..	1	73 4 4
4564	Heisker		P.	4	25	22	2	5	12	..	19	p	..	..	87	37	11	..	10	4	..	..	24	..	..	..	38 16 0
532	Locheport		P.	4	62	30	2	8	14	..	24	p	..	..	94	50	16	..	10	6	..	..	12	..	..	..	46 16 6
1545	Lochmaddy		P.	4	70	57	5	20	18	6	49	1	1	1	199	78	29	..	50	11	..	..	30	..	.	..	84 4 6
1270	Paible		P.	4	180	140	19	39	64	7	129	2	2	2	411	210	77	..	30	29	..	..	62	..	1	1	206 12 0
757	Tigharry		P.	4	123	96	10	30	41	2	83	2	1	1	310	105	48	..	50	18	..	..	89	..	..	..	115 2 9
1218	Trumisgarry		P.	4	25	23	4	8	9	..	21	1	..	..	82	42	13	..	10	5	..	..	13	..	..	..	42 1 9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*contd.*																									
	PETTY (287)																									
1160	East	P.	12	153	92	7	25	39	9	80	1	1	..	332	134	50	..	..	14	..	..	128	..	..	..	117 18 1
686	West	P.	12	150	93	11	34	38	..	83	1	2	..	247	104	47	..	30	12	..	..	55	..	..	..	103 7 8
	PORTREE § 67. (586)																									
3718	Braes	P.	5	152	105	7	26	44	4	81	1	1	2	248	129	54	..	10	20	..	..	35	..	..	..	112 1 8
1645	Glens	P.	5	30	20	1	6	6	3	16	1	..	..	88	43	11	..	..	4	..	..	28	..	..	..	40 17 0
3573	Penefiler	P.	5	29	9	2	3	2	..	7	p	..	..	56	27	6	..	10	2	..	..	11	..	..	..	23 16 0
283	Portree	P.	6	281	161	20	62	54	..	136	2	3	1	406	249	93	..	..	35	..	..	26	3	..	..	213 19 7
283 H.G	Portree, H.G.	H.G. P.	6	91	54	..	..	..	49	49	2	..	..	456	192	25	..	..	9	60	..	120	..	50	..	219 17 11
4555	Raasay	P.	5	97	30	6	9	7	4	26	1	1	..	140	52	16	..	50	6	..	..	16	..	..	..	52 15 9
1644	Rona	P.	5	52	13	2	4	8	2	11	1	..	..	112	40	18	..	10	5	..	..	44	..	..	..	36 1 0
1274	Sconser	P.	5	50	28	4	4	13	1	22	1	..	..	103	43	13	..	..	5	..	..	42	..	.	..	43 18 6
1715	Torran	P.	5	60	40	1	8	20	2	31	p	..	..	108	54	19	..	10	7	..	..	17	..	..	..	55 5 0
	SLEAT § 67. (327)																									
1601	Aird	P.	5	68	51	6	15	28	1	50	1	1	..	199	71	27	..	50	10	..	..	41	..	..	..	77 1 6
1706	Ardvaser	P.	5	51	29	8	9	8	2	97	1	..	..	100	44	15	..	..	6	..	..	35	..	..	..	46 7 6
4758	Drumfern	P.	5	30	25	1	8	10	2	21	p	..	..	78	45	14	..	10	5	..	..	4	..	..	..	45 3 6
1640	Duisdale	P.	5	116	51	10	17	12	7	46	1	1	..	154	74	26	..	10	10	..	..	34	.	1	.	76 16 6
1657	Ferrindonald	P.	5	90	47	7	16	14	6	43	1	1	..	179	77	23	..	50	11	..	..	13	..	..	..	72 10 6
1742	Kylerhea	P.	5	27	8	1	2	3	..	6	p	..	..	51	24	4	..	..	2	..	..	21	..	..	..	21 16 0
1692	Tarscabhaig	P.	5	80	51	4	16	21	1	42	1	..	..	192	86	32	..	50	12	..	..	12	..	..	..	79 6 9
	SMALL ISLES. (91)																									
1886	Canna	P.	7	22	19	3	5	8	..	16	1	..	..	76	36	10	..	..	4	..	..	26	..	..	..	34 14 0
1046	Eigg	P.	7	60	36	1	12	14	..	27	p	..	..	123	61	22	..	..	8	..	..	32	..	..	..	54 14 6
4706	Rum	..	7	64	9	1	2	4	..	7	1	..	..	82	23	5	1	..	1	..	52	..	..	..	..	24 4 0
	SNIZORT § 67. (338)																									
3649	Bernisdale	P.	6	120	104	11	33	31	3	78	1	2	..	247	115	50	..	10	19	..	..	54	..	..	..	97 7 0
82	Macdiarmid	P.	6	64	78	6	20	26	3	55	1	1	..	187	88	38	..	50	14	..	..	..	..	..	..	[illegible] 2 3
3361	Kensaleyre	P.	6	76	47	11	9	15	2	37	1	..	2	123	90	25	..	..	9	..	..	9	..	..	..	64 19 3
2718	Uig	P	6	166	125	10	34	52	11	107	2	1	1	402	206	80	..	10	30	..	..	67	1	..	8	139 10 0

	SOUTH UIST § 67. (1119)																											
3390	Balivanich	P.	4	98	72	9	19	86	..	64	1	1	1	189	86	88	..	..	14	..	..	50	..	..	2	88	17	6
5879	Carnan	P.	4	88	39	5	8	18	..	81	1	..	..	111	50	16	..	..	6	..	..	30	..	..	..	58	7	0
4154	Dalliburgh	P.	4	140	149	22	38	64	..	124	3	..	..	293	165	78	..	..	29	..	..	22	..	..	..	161	9	0
11	Eriskay	P.	4	115	94	19	25	88	..	82	1	1	1	281	105	48	..	..	18	..	..	60	..	..	..	109	9	4
1815	Garrynamonie	P.	4	133	123	18	33	54	3	108	1	2	2	270	150	68	..	10	25	..	..	17	..	..	..	152	4	9
834	Howmore	P.	4	84	70	6	24	19	11	60	1	1	..	175	93	39	..	..	15	..	..	27	1	..	..	95	2	1
4089	Jochdar	P.	4	146	104	12	30	45	..	87	2	..	1	236	125	47	..	10	32	..	..	32	1	..	..	114	10	3
4628	Kilerivagh	P.	4	75	48	8	13	23	..	44	1	..	1	114	69	24	..	10	9	..	..	2	..	..	..	73	6	9
6395	Kyles Flodda	P.	4	40	20	2	8	8	..	18	1	..	1	93	87	11	..	..	4	..	..	41	..	..	..	88	18	4
1845	Stoneybridge	P.	4	98	45	4	16	21	..	40	1	..	1	223	78	32	..	40	10	..	..	68	..	..	..	73	17	8
4201	Torlum	P.	4	195	95	15	23	44	..	87	1	1	1	186	115	49	..	10	18	..	..	..	..	..	..	116	2	2
	STENSCHOLL § 67. (255)																											
5268	Digg	P.	6	34	31	7	18	..	..	25	p	..	..	77	34	18	.	10	7	..	..	9	..	..	..	39	6	0
345	Staffin	P.	6	158	150	8	32	65	19	124	2	1	2	443	226	77	..	10	29	..	..	97	..	4	..	217	6	6
1947	Valtos	P.	6	90	65	7	17	25	7	56	1	1	..	224	93	34	..	50	18	..	..	34	..	..	..	94	1	3
	STRATH § 67. (411)																											
748	Breakish	P	5	113	78	11	24	29	7	71	1	2	.	245	108	48	..	40	16	..	..	42	..	..	..	100	8	9
4200	Broadford	P.	5	177	114	21	30	21	28	100	1	2	2	404	181	62	..	40	23	..	..	94	..	3	..	187	10	9
1621	Dunan	P.	5	63	51	4	17	19	2	42	1	..	..	112	69	26	..	10	10	..	..	..	..	..	..	67	8	9
1583	Elgol	P.	5	49	49	13	13	14	2	42	1	..	..	145	72	28	..	10	11	..	..	24		..	..	69	13	0
937	Heast	P.	5	22	13	1	4	6	..	11	p	..	..	57	31	8	..	10	3	..	..	5	..	..	..	29	10	6
2123	Kyleakin	P.	5	89	41	9	12	10	5	36	1	..	1	153	77	25	..	..	9	..	..	41	..	1	..	65	2	6
1625	Torrin	P.	5	51	30	8	10	5	6	24	1	..	..	96	48	15	..	10	6	..	..	18	..	..	..	50	15	3
	URQUHART AND GLENMORISTON. (318)																											
517	Balnain	P.	3	97	49	7	14	14	5	40	1	..	..	147	69	21	..	..	9	..	..	41	3	..	..	67	9	6
427	Bunloit	P.	3	60	22	4	5	6	3	18	1	..	..	88	37	10	..	..	4	..	..	87	1	..	..	41	12	0
2372	*Corrimony*	P.	3	32	16	4	5	4	..	13	1	..	..	95	81	8	..	..	3	..	..	52	1	..	..	31	6	6
415	Dalchreichard	P.	3	63	9	3	2	3	..	8	1	..	..	77	24	4	..	..	2	..	..	45	1	..	..	25	0	3
1602	Glen Urquhart	P.	6	123	181	18	41	49	8	116	3	..	..	346	171	49	..	31	24	..	..	30	41	..	1	186	19	1
1602 H.G.	Glen Urquhart, H.G.	H.G. P.	6	90	25	..	..	2	22	24	1	..	..	266	151	16	..	..	22	..	..	19	7	50	..	125	6	6
435	*Invermoriston*	P.	3	55	50	7	14	17	5	43	1	1	..	188	67	23	..	40	9	..	..	44	6	..	..	71	12	9
	TOTAL			22449	14861	2041	4201	5448	1088	12728	294	95	90	45224	20387	7896	119	2428	2701	367	428	10492	155	308	54	20696	3	0
	KINCARDINE.																											
	ARBUTHNOTT. (162)																											
2773	Arbuthnott	P.	11	174	104	16	27	36	9	88	2	1	..	320	123	57	..	..	14	..	..	123	..	2	..	124	10	0
	BANCHORY-DEVENICK. (335)																											
2569	Banchory-Devenick	P.	1	156	125	19	48	37	8	107	3	1	..	443	184	67	..	..	17	6	..	219	..	..	..	127	5	3
2841	Portlethen	P.	1	226	176	29	48	57	18	152	4	1	..	531	195	85	..	..	52	13	..	186	..	..	..	191	14	0
	BANCHORY-TERNAN. (646)																											
3867	Central	P.	2	348	260	36	79	90	24	229	5	1	1	731	289	139	..	..	51	..	..	148	24	85	..	290	4	0
2651	Crathes	P.	2	130	79	14	22	25	9	70	2	1	..	329	106	41	..	40	16	..	..	117	6	2	..	88	19	9
3750	Inchmarlo	P.	2	120	64	8	24	22	2	56	2	..	..	236	76	31	..	50	12	..	..	62	4	1	1	74	2	6
6410	Raemoir	P.	2	80	60	12	20	18	4	54	2	..	..	176	63	34	..	50	12	..	..	13	3	1	..	63	13	6
227	Tilquhillie	P.	2	61	21	1	9	9	..	19	1	..	..	82	35	10	..	..	4	..	..	33	1	..	..	36	5	3
1840	Reid and Burnett Endowed, Female	..	2	112	122	30	47	18	15	110	2	1	..	225	128	60	16	..	..	18	3	..	3	3	..	113	12	8

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 6-14, in 1901) and of School	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	KINCARDINE—*contd.*																											
	BENHOLM § 67. (304)																											
406	Benholm	P.	11	99	67	8	22	23	5	58	1	1	..	176	73	38	..	..	9	..	..	54	..	..	2	70	13	3
2509	Johnshaven	P.	11	308	214	60	64	51	12	187	4	2	..	442	224	118	..	..	29	..	..	71	..	..	1	213	7	3
	BERVIE. (563)																											
447	Bervie	P.	11	209	168	26	53	64	6	149	4	..	1	430	173	92	..	30	22	..	..	111	..	1	..	173	17	6
4369	Gourdon	P.	11	322	263	74	88	71	4	237	3	2	..	508	254	138	..	..	35	..	..	80	..	1	..	255	10	3
3138	†Gordon's Female	C.S.	11	121	104	40	25	28	4	97	2	..	1	180	..	..	..	..	..	11	168	..	..	..	..	108	2	6
	DUNNOTTAR. § 67. (598)																											
465	Brackmuirhill	P.	2	128	67	8	17	22	10	57	2	..	..	270	101	40	..	50	15	..	..	63	..	2	..	90	11	3
2462	Dunnottar	P.	2	586	320	78	93	85	29	285	7	..	1	838	384	169	..	..	65	..	..	219	..	2	..	379	13	11
3720	Stonehaven	E.	2	150	140	22	35	51	10	124	2	1	..	280	147	73	19	..	..	18	12	..	3	2	3	140	9	7
	DURRIS. (179)																											
123	Crossroads	P.	5	100	80	12	25	23	8	68	2	..	..	225	92	44	..	..	16	..	..	72	..	..	..	85	12	3
4113	Woodlands	P.	5	142	78	9	24	22	10	65	2	..	..	229	80	38	..	50	14	..	..	46	..	..	..	85	0	6
	FETTERCAIRN. (287)																											
2208	Fettercairn	P.	4	198	128	24	33	42	18	117	3	..	..	472	168	76	..	..	29	2	..	197	..	..	..	157	18	9
3193	Inch	P.	4	120	41	13	14	11	..	38	2	..	..	200	28	17	..	50	6	..	..	99	..	..	..	39	16	3
2268	Fasque	..	4	79	48	11	17	14	2	44	1	..	..	157	56	28	7	40	11	..	15	..	1	..	..	52	1	8
	FETTERESSO AND RICKARTON. (1018)																											
3566	Cairnhill	P.	2	152	95	19	27	27	13	86	2	1	..	333	111	53	..	40	19	..	..	111	..	..	1	114	5	6
3039	Cookney	P.	2	141	94	9	31	31	16	87	2	1	..	334	125	53	..	40	20	..	..	94	1	..	..	126	5	9
4081	Muchalls	P.	2	55	27	4	12	10	..	26	1	..	..	85	30	17	..	..	6	..	..	31	..	..	..	28	13	0
942	Netherley	P.	2	67	46	7	18	18	..	43	1	..	..	117	50	32	..	..	10	..	..	21	..	..	3	47	9	6
249	Rickarton	P.	2	114	127	17	36	52	7	112	3	..	..	303	133	62	..	40	23	..	..	47	..	..	..	147	3	9
2793	Stonehaven	P.	2	543	395	70	123	117	40	350	7	1	3	994	490	219	..	..	85	..	..	191	..	8	2	457	5	11
941	*Tewel Joint*	P.	2	65	51	8	21	14	1	44	1	..	..	140	63	25	..	..	9	..	..	43	..	..	1	63	18	0
	FORDOUN. (387)																											
4822	Cockerty	P.	4	47	29	9	10	6	1	26	1	..	..	81	24	14	..	..	5	..	..	38	..	..	..	28	14	0

403	Fordoun	P	4	245	186	30	55	64	14	163	8	2	..	608	220	102	..	..	38	..	..	248	..	..	..	212	11	8
1617	Landsend	P.	4	90	82	14	24	30	2	70	2	..	..	206	90	44	..	..	16	..	..	56	..	..	..	84	0	0
3369	Tipperty District	P.	4	49	25	4	5	12	..	21	1	..	..	82	40	14	..	..	5	..	..	24	..	..	..	38	8	9
	GARVOCH. (76)																											
562	Garvoch	P.	3	92	32	4	10	11	2	27	1	..	..	161	54	19	..	..	7	..	..	81	..	..	..	47	8	3
	GLENBERVIE. (175)																											
1204	Brae	P.	1	72	61	7	20	18	3	48	1	1	..	183	76	31	..	..	8	..	..	19	..	..	..	72	3	0
432	Glenbervie	P.	1	160	120	20	37	35	8	100	3	..	..	304	127	61	..	..	15	..	..	102	..	..	..	119	6	9
	KINNEFF & CATTERLINE. (194)																											
4443	Barras	P.	2	100	51	11	16	15	2	44	1	1	..	154	63	30	..	..	11	..	..	50	..	..	..	59	18	3
3233	Kinneff	P.	2	143	72	15	19	22	8	64	2	..	..	223	32	36	..	50	14	..	..	40	..	..	..	82	0	1
2447	Catterline	E.	2	159	60	18	19	16	4	52	2	..	..	186	60	33	9	50	..	..	29	..	..	..	..	61	5	0
	LAURENCEKIRK. (394)																											
4451	Laurencekirk	P.	12	407	312	64	96	95	25	280	5	2	..	756	368	132	..	..	43	..	..	168	..	..	..	360	2	4
647	*Redmyre*	P.	4	153	88	12	30	25	7	74	2	..	..	227	112	58	..	..	20	..	..	41	..	..	..	94	5	6
2711	Laurencekirk	E.	12	152	76	13	23	26	2	64	2	1	..	137	76	28	10	..	10	..	12	..	..	..	..	69	16	2
	MARYCULTER. (152)																											
1419	East	P.	2	129	86	12	25	33	8	73	2	..	..	206	88	34	..	..	17	..	..	67	..	..	..	85	1	9
4333	West	P.	2	129	67	12	22	20	4	58	2	..	..	234	80	22	..	50	13	..	..	70	..	..	..	78	14	6
	MARYKIRK. (268)																											
1702	Luthermuir	P.	1	155	116	15	34	40	4	93	2	1	..	262	110	51	..	40	14	..	..	47	..	..	..	108	8	0
2202	Marykirk	P.	1	180	76	7	19	35	7	68	2	..	..	275	93	40	..	..	10	..	..	129	..	8	..	85	15	9
6269	The Napier	..	1	77	28	14	12	..	..	26	1	..	..	81	21	14	3	..	3	..	39	..	..	..	2	25	17	0
	NIGG. (335)																											
3747	Cove	P.	1	211	161	30	53	45	9	139	2	1	1	363	166	85	..	..	20	..	..	81	6	..	4	164	11	3
1000	Kirkhill	P.	1	104	129	24	42	41	6	113	3	..	..	342	134	72	..	..	18	..	..	115	..	1	2	130	8	9
	ST. CYRUS (282)																											
3059	St. Cyrus	P.	11	282	210	25	59	62	40	186	4	1	4	600	280	104	..	..	28	..	..	187	..	..	..	289	14	3
	STRACHAN. (126)																											
2187	Glendye	P.	2	48	20	3	8	6	..	17	1	..	..	70	35	11	..	..	4	..	..	20	..	..	..	32	6	0
3677	Strachan	P.	2	145	80	9	27	28	7	71	2	1	..	354	87	42	..	40	17	..	..	167	..	..	1	87	17	6
	TOTAL			8508	5731	1057	1764	1778	442	5036	122	26	12	15881	6115	2976	64	710	941	64	278	4190	52	112	22	6366	17	4
	KINROSS																											
	BLAIRINGONE. (88)																											
4534	Blairingone	P.	6	128	84	11	81	30	3	75	3	..	..	336	99	40	..	40	18	..	..	129	..	..	1	86	7	0
	CLEISH. (138)																											
215	Cleish	P.	2	98	64	17	17	24	..	58	2	..	..	277	77	86	..	50	..	..	..	114	..	..	..	77	1	6
	FOSSOWAY & TULLIEBOLE. (123)																											
607	*Carnbo*	P.	2	88	36	6	11	13	..	30	1	1	..	229	51	28	..	40	..	..	..	110	..	..	..	47	13	3
573	Fossoway	P.	2	170	119	18	32	47	10	107	2	1	..	358	128	64	..	40	23	..	..	87	..	..	16	131	8	3
	KINROSS. (492)																											
3958	Kinross	P.	1	564	470	80	169	152	22	428	8	1	2	1158	471	249	..	..	605	2	..	374	..	..	1	509	9	10

† Now known as Broadyards Public School

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	KINROSS—*contd.*																									
	ORWELL. (334)																									
2172	Orwell	P.	1	190	149	34	44	51	5	134	3	..	..	406	157	88	..	..	19	..	..	142	..	..	..	152 11 7
2283	Milnathort, Reid Memorial	..	1	173	167	26	54	57	9	146	2	2	..	373	178	97	22	..	23	..	54	..	..	..	..	173 11 7
	PORTMOAK. (151)																									
3486	Portmoak	P.	2	162	118	21	31	46	2	100	2	1	..	331	119	67	..	40	..	..	..	100	..	..	6	112 18 4
	TOTAL			1573	1207	213	389	420	51	1073	23	6	2	3469	1279	678	22	210	145	2	54	1055	..	..	24	1,291 1 4
	KIRKCUDBRIGHT																									
	ANWORTH. (129).																									
2661	*Fleetside*	P.	2	175	78	12	17	27	9	65	2	1	2	356	108	49	..	40	18	24	..	118	..	..	..	86 2 9
666	Skyreburn	P.	3	94	35	2	10	18	..	30	1	..	..	160	52	20	..	..	7	..	..	81	..	..	..	48 18 6
	BALMACLELLAN. (75)																									
3827	Endowed Free	P.	6	144	46	6	16	15	3	40	1	1	..	204	61	27	..	40	10	40	..	27	..	..	..	58 6 3
300	Ironmacannie	P.	6	60	13	..	5	7	..	12	1	..	..	81	33	9	..	..	4	..	..	35	..	..	..	28 19 9
299	Monybuie	P.	6	30	8	1	2	5	..	8	1	..	..	74	24	5	..	..	2	..	..	48	..	..	..	23 19 9
	BALMAGHIE. (158)																									
820	Glenlochar	P.	3	74	64	9	22	22	..	53	2	..	..	227	57	42	..	40	12	..	..	77	..	..	..	58 15 6
87	Laurieston	P.	3	120	56	9	19	15	4	47	1	2	..	254	75	43	..	40	12	..	..	88	..	..	..	66 10 6
	BARGRENNAN. (69)																									
4106	Bargrennan	P.	3	60	40	9	10	15	..	34	1	..	..	156	56	22	..	..	8	..	..	70	..	..	..	54 0 9
805	Knowe	P.	3	51	12	2	6	3	..	11	1	..	..	88	27	7	..	..	2	..	..	52	..	..	..	26 16 3
	BORGUE. (219)																									
4378	Borgue	P.	3	310	197	30	57	67	21	175	4	1	..	678	203	101	..	..	38	88	8	234	..	..	1	220 6 9
	BUITTLE. (192)																									
2379	High	P.	1	111	40	6	11	15	..	32	1	1	..	175	54	20	..	40	5	2	..	53	..	..	..	50 0 9

4392	Palnackie	P.	1	116	62	14	18	14	10	56	1	2	..	285	79	38	..	40	9	..	..	72	..	..	..	75	2	6
	CARSPHAIRN. (55)																											
391	Carsphairn	P.	6	88	53	7	14	22	4	47	2	..	..	300	78	35	..	50	13	13	..	111	..	..	..	78	13	6
	COLVEND & SOUTHWICK. (221)																											
2721	Barnbarrock	P.	1	83	47	12	17	18	..	42	1	..	..	181	54	24	..	..	7	..	..	96	..	..	1	52	2	0
455	Colvend	P.	1	81	53	9	22	13	..	44	2	..	..	202	50	27	..	..	6	..	..	119	..	..	..	54	8	0
213	Southwick	P.	1	120	99	16	30	41	..	86	1	2	..	290	101	43	..	30	12	..	..	104	..	..	..	104	19	0
	CORSOCK. (81)																											
2206	Corsock	P.	5	110	57	10	15	28	..	53	2	..	..	205	71	33	..	50	12	..	..	40	..	..	..	68	7	6
	CROSSMICHAEL. (240)																											
1148	Clarebrand	P.	2	146	94	13	17	33	14	77	2	2	1	360	119	42	..	40	17	5	..	137	..	..	..	121	18	3
1149	Crossmichael	P.	2	200	83	16	26	21	11	74	2	1	1	321	90	41	..	40	16	5	..	129	..	..	..	98	15	1
	DALRY. (176)																											
218	Corseglass	P.	6	36	14	2	5	4	..	11	1	..	..	76	27	7	..	..	2	..	..	40	..	..	..	26	15	6
4373	Dalry	P.	6	136	120	19	32	37	18	106	2	..	..	344	133	62	..	40	23	30	..	57	..	..	..	142	12	9
238	*Stroanfreggan*	P.	6	39	5	1	1	1	2	5	1	..	..	102	23	4	..	..	2	..	..	74	..	..	..	23	8	8
	GIRTHON. (255)																											
2101	Girthon	P.	2	188	112	15	25	36	7	83	2	1	..	346	107	74	..	40	..	..	..	124	..	..	..	104	10	6
2809	Rusko	E.	3	139	95	19	29	31	..	79	2	..	..	267	84	47	12	..	18	..	107	..	..	..	..	86	5	9
	IRONGRAY. (133)																											
3348	Roughtree	P.	12	62	28	3	9	11	..	23	1	..	..	182	45	16	..	..	4	..	..	67	..	..	..	40	8	9
3199	Shawhead	P.	12	121	71	9	22	32	..	63	1	1	..	237	74	35	..	40	9	..	..	78	..	..	1	79	15	0
	KELLS. (183)																											
6002	Dee	P.	6	28	14	1	3	6	..	10	p	..	..	73	27	7	..	..	3	..	..	36	..	..	..	25	10	0
3302	Kells	P.	6	190	105	20	38	34	6	98	3	..	..	250	117	59	..	40	22	18	..	94	..	..	..	116	10	6
1253	*Mossdale*	P.	6	73	28	2	8	15	..	25	1	..	..	125	39	14	..	..	5	..	..	59	..	..	8	41	6	0
4780	Polharrow	P.	6	40	18	3	6	8	..	17	1	..	..	86	35	11	..	..	4	..	..	36	..	..	..	33	18	0
	KELTON § 67. (714)																											
3760	Castle Douglas	P.	6	535	464	87	160	157	16	419	9	1	..	1083	485	254	..	..	97	..	..	247	..	..	..	499	13	0
3760 H.G.	Castle Douglas, H.G.	H.G. P.	6	117	72	..	..	..	66	66	4	..	..	654	328	54	..	3	18	..	..	81	..	220	..	271	16	4
4064	Gelston	P.	1	103	65	9	19	34	..	62	2	..	..	228	80	39	..	50	9	..	..	49	..	..	..	78	18	0
105	Rhonehouse	P.	1	164	118	22	34	54	..	110	2	1	..	311	126	71	..	..	17	1	..	96	..	..	..	120	9	6
4022	Castle Douglas	R.C.	9	120	51	8	16	20	..	44	1	..	..	136	59	31	8	40	8	..	..	..	..	..	..	48	3	0
	KIRKBEAN. (131)																											
4539	Kirkbean	P.	4	186	102	14	27	38	6	85	1	2	..	302	105	56	..	..	21	27	..	91	..	..	2	101	15	0
4353	Preston	P.	4	62	31	4	13	13	..	30	1	..	..	91	44	19	..	..	7	..	..	22	..	..	..	43	0	3
	KIRKCUDBRIGHT. (666)																											
4917	Academy (Lower Department)	P.	5	58	47	14	16	5	..	35	1	..	..	99	41	23	..	..	9	..	..	27	..	..	..	36	16	3
3503	Johnston	P.	2	371	243	40	64	78	32	214	5	..	..	631	287	133	..	..	52	..	..	209	..	..	..	282	7	0
4326	Townhead	P.	2	120	56	15	17	19	..	51	2	..	..	246	67	32	..	40	12	..	..	95	..	..	..	64	15	3
2565	Whinrie Liggate	P.	2	127	57	7	22	24	..	53	1	1	..	220	73	36	..	40	13	..	..	59	..	..	..	69	1	0
2506	Old Church	C.S.	2	157	159	42	44	60	..	146	2	1	2	304	167	90	23	..	..	..	23	..	2	..	..	157	11	4
1106	Roman Catholic	R.C.	2	126	94	18	28	36	..	82	1	1	..	194	97	52	13	..	..	12	19	..	..	..	..	89	1	0
	KIRKGUNZEON. (112)																											
4456	Kirkgunzeon	P.	1	107	69	11	23	25	..	59	1	1	..	200	78	38	..	..	9	..	..	72	..	..	3	69	7	0

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																									
	KIRKMABRECK. (370)																									
4533	Kirkdale	P.	3	102	90	19	27	32	..	78	2	..	..	212	73	45	..	..	17	..	..	77	..	..	..	75 12 6
2494	Kirkmabreck	P.	3	348	256	51	77	83	23	234	5	1	1	543	518	140	..	..	87	..	..	..	..	..	5	291 17 3
4857	Creetown, St. Joseph's	R.C.	3	47	43	14	13	11	..	38	1	..	..	132	82	18	5	..	7	..	71	..	..	..	..	30 12 9
	KIRKPATRICK-DURHAM. (458)																									
4532	*Crocketford*	P.	1	96	53	14	16	19	..	49	2	..	..	183	62	30	..	50	7	..	..	33	..	..	..	62 7 3
3245	Kirkpatrick-Durham	P.	2	172	102	22	25	44	..	91	2	..	..	284	95	53	..	..	19	..	..	113	3	..	..	101 4 0
	LOCHRUTTON. (103)																									
486	Lochrutton	P.	1	132	69	15	20	25	..	60	2	..	..	264	85	41	..	..	10	..	..	126	1	..	..	75 5 0
	MINNIGAFF. (198)																									
73	Cree Bridge (*now closed*)	P.	3	116	112	14	36	51	..	101	2	1	..	273	120	47	..	.	..	..	..	100	..	..	..	83 17 11
6619	*Minnigaff	P.	3																							
1228	Stronord	P.	3	100	75	14	19	29	..	62	2	..	..	161	75	40	..	29	15	..	..	2	..	..	..	69 9 3
	NEW ABBEY. (197)																									
3821	Lochend	P.	4	95	40	6	11	15	..	32	1	..	..	132	48	20	..	..	8	..	.	56	..	..	..	45 0 9
2938	New Abbey	P.	4	182	151	23	46	54	..	123	2	..	..	303	146	80	..	..	30	5	..	59	..	..	..	134 5 6
	PARTON. (69)																									
754	Parton	P.	6	118	52	6	17	13	..	36	1	1	1	262	63	26	..	40	10	..	..	124	..	..	..	54 17 3
	RERRICK. (253)																									
4357	Auchencairn	P.	3	282	134	26	36	57	..	119	3	..	1	409	128	68	..	..	25	..	..	188	..	..	..	136 5 8
4283	Dundrennan	P.	3	235	113	21	32	42	7	102	2	1	..	330	131	62	..	40	23	..	..	74	..	..	..	131 14 6
	TERREGLES. (58)																									
3382	Terregles	P.	12	60	47	10	20	9	5	44	1	..	..	157	41	23	..	..	6	1	..	86	..	..	..	48 4 6
	TONGLAND. (144)																									
2906	Tongland	P.	2	141	108	15	32	40	..	87	2	..	..	298	99	56	..	40	20	..	..	83	..	..	..	95 3 0
	TROQUEER. (1220)																									
2865	Drumsleet	P	1	127	56	15	15	20	..	50	1	...	..	148	46	29	..	..	6	..	..	60	..	..	..	53 7 0

3256	Laurieknowe	P.	5	620	511	96	154	175	29	454	9	1	4	1285	511	202	..	..	98	..	..	408	..	..	5	577	11	0
2546	Maxwelltown, Glasgow Street	P.	5	571	474	93	148	173	..	414	8	1	8	1078	520	271	..	..	102	..	..	183	..	..	2	470	18	3
2317	Whinnyhill	P.	1	87	46	8	12	21	..	41	1	..	..	135	59	25	..	..	7	..	..	45	..	..	..	55	11	3
	TWYNHOLM. (151)																											
97	Twynholm	P.	3	184	131	18	53	42	..	113	2	1	..	336	113	63	..	..	24	..	..	187	..	..	..	123	1	0
	URR § 67. (975)																											
2367	Dalbeattie	P.	6	852	632	137	178	217	25	557	10	1	5	1448	746	358	..	..	182	..	..	197	13	..	..	705	11	2
2367 H.G	Dalbeattie, H.G.	HGP	6	79	58	..	..	2	51	53	1	..	..	505	216	80	..	..	11	..	..	88	..	160	..	218	2	9
2641	Hardgate	P.	1	130	108	17	31	39	14	101	2	1	..	407	128	70	..	..	17	..	..	192	..	..	..	182	4	3
361	Milton	P.	1	72	22	4	8	9	..	21	1	..	..	111	39	12	..	..	3	..	..	57	..	..	..	37	17	9
599	Springholm	P.	3	70	45	8	13	20	..	41	1	1	..	171	49	27	..	40	10	..	..	45	..	..	..	45	16	9
497	Dalbeattie	R.C.	2	160	102	13	21	56	..	90	1	2	..	225	101	52	15	..	..	..	43	..	12	..	2	101	0	9
	TOTAL			10746	6999	1246	2055	2470	382	6158	145	35	21	21125	8388	3841	75	1022	1270	278	272	5861	32	380	28	7995	10	4
	LANARK																											
	AIRDRIE (Burgh) § 67. (4315)																											
2392	Academy	P.	6	688	621	122	228	310	107	767	14	1	7	2170	912	428	..	..	160	14	16	357	195	..	87	1070	19	3
2392 H.G.	Academy, H.G.	H.G. P.	6	355	178	..	..	..	155	155	6	1	..	1962	698	108	..	..	41	14	..	398	215	387	101	621	12	4
85	Albert	P.	12	672	698	149	281	287	..	617	7	5	6	1549	631	836	..	..	86	9	..	335	129	..	24	695	2	6
426	Chapelside	P.	12	522	606	132	192	209	..	533	9	2	4	1421	568	291	..	..	74	8	..	342	118	..	21	609	11	4
6418	Rochsolloch	P.	12	550	510	106	169	177	..	452	8	..	4	1199	509	257	..	..	67	6	..	213	118	..	..	508	13	10
207	Victoria	P.	12	967	800	136	380	329	..	795	12	6	2	2147	868	460	..	..	117	8	..	455	205	..	84	894	9	2
6444	Coatdyke	R.C.	11	569	514	109	166	171	5	451	6	4	..	1146	475	272	65	..	65	..	252	..	16	..	..	495	8	11
2137	St. Margaret's	R.C.	10	672	606	118	196	196	..	510	5	6	3	1189	552	303	77	..	77	..	85	..	16	..	..	557	18	0
	AVONDALE. (990)																											
857	Barnock	P.	1	63	19	6	7	4	1	18	1	..	..	105	81	9	..	..	2	..	..	60	2	..	..	85	3	1
795	Drumclog	P.	1	59	18	1	4	7	3	15	1	..	..	106	35	9	..	..	2	..	..	55	4	..	..	86	6	3
4292	Gilmourton	P.	1	83	75	9	22	29	9	69	1	1	..	259	86	41	..	..	10	..	..	116	5	..	..	92	8	9
3390	Strathaven Academy	P.	6	854	585	99	202	185	32	518	9	3	6	1600	592	316	..	..	117	..	..	519	45	..	12	627	7	6
3390 H.G.	Strathaven Academy H.G.	H.G P.	6	200	60	..	..	2	53	55	3	..	..	673	341	49	..	..	19	..	..	112	5	146	..	237	9	10
4204	Strathaven	R.C.	1	74	63	15	21	23	..	59	1	1	..	185	67	33	11	..	9	..	61	..	5	..	..	63	7	9
	BIGGAR § 67. (352)																											
4401	High	P.	6	408	300	47	104	124	..	275	8	..	..	741	331	160	..	..	63	..	..	173	..	..	5	321	18	11
4401 H.G.	High, H.G.	H.G P	6	104	59	..	..	..	53	53	2	..	..	689	231	31	..	..	12	67	..	225	.	124	..	238	18	4
	BLANTYRE § 67. (2251)																											
6271	Auchinraith	P.	10	770	566	122	179	191	13	505	11	1	1	1440	538	106	..	..	72	..	..	597	87	..	..	568	12	5
2991	High Blantyre	P.	10	613	592	93	194	220	28	535	10	3	..	1654	637	214	..	..	81	..	..	692	30	..	..	630	18	10
2551	Low Blantyre	P.	10	868	855	116	234	379	36	765	14	2	1	2107	905	311	..	..	115	..	..	715	50	10	1	918	8	5
1589	St. Joseph's	R.C.	10	852	855	118	302	263	10	698	9	8	2	1599	720	399	106	..	106	..	154	..	55	..	..	762	9	5
	BOTHWELL § 67. (9949)																											
3512	Bellshill	P.	11	666	693	124	248	224	..	591	13	..	8	1768	689	359	..	..	90	..	..	566	2	56	7	676	3	4
6114	Bellshill Academy	P.	6	802	782	114	248	222	55	639	14	..	4	1876	842	270	..	..	151	..	..	606	..	..	7	830	10	7
6114 H.G.	Bellshill Academy, H.G.	H.G. P.	6	240	110	..	..	..	93	93	5	..	..	892	415	87	..	..	22	..	..	206	..	202	10	201	5	6
577	Bothwell	P	9	474	402	66	142	131	16	355	8	2	2	1025	411	220	..	..	54	..	..	331	..	..	9	425	19	7

* New School—Grant to run as from 1st January, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars: Under 7 (Infants).	Actual Average Attendance of Scholars: Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars: Above 10. (Senior Division.)	Actual Average Attendance of Scholars: Above 10. (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars: Total.	Number of Teachers: Certificated.	Number of Teachers: Assistant Teachers (Art. 79)	Number of Teachers: Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from: Annual Grant, 1905-1906.	Income of School Derived from: Grant in Relief of Fees.	Income of School Derived from: Aid Grant to Voluntary Schools.	Income of School Derived from: General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	Income of School Derived from: General Aid Grant. Paid on Average Attendance.	Income of School Derived from: Endowment.	Income of School Derived from: Voluntary Contributions.	Income of School Derived from: Rates.	Income of School Derived from: School Fees and Books sold to Children.	Income of School Derived from: Grants from Local Authorities for Secondary and Technical Education.	Income of School Derived from: Other Sources.	Annual Grant paid at end of School Year 1906-1907.
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																									
	BOTHWELL—*cont.*																									
2606	Carfin	P.	11	405	208	51	82	86	3	222	8	2	3	645	250	138	..	..	33	..	..	218	..	6	..	263 0 6
2785	Carnbroe	P.	3	211	174	40	66	52	2	160	3	1	1	459	180	96	..	20	36	..	..	126	..	..	..	186 5 2
3606	Chapelhall	P.	2	554	387	71	129	133	10	343	3	1	4	936	400	198	..	..	..	..	..	335	..	.	2	399 13 7
4911	Hamilton Palace Colliery	P.	9	512	492	108	166	160	9	443	11	..	2	1170	441	249	..	..	61	..	..	410	..	..	10	498 11 0
212	Holytown	P.	2	433	465	59	187	140	13	399	8	..	3	990	464	241	..	..	..	..	..	279	..	6	..	470 2 2
2479	Mossend	P.	11	721	665	123	219	226	8	576	11	1	4	1476	614	321	..	..	81	..	..	445	7	..	9	664 7 4
6195	Muiredge	P.	3	817	523	95	163	173	16	447	10	..	4	1431	499	261	..	..	98	..	..	552	..	2	20	580 5 11
186	Newarthill	P.	1	566	521	87	159	179	12	437	10	..	2	1114	516	236	..	..	66	..	..	250	4	6	6	506 0 9
2505	New Stevenston	P.	1	584	613	116	193	181	15	505	10	3	4	1277	600	319	..	..	78	..	..	271	3	2	4	581 5 11
4361	Tannochside	P.	9	720	725	114	203	237	16	570	11	..	4	1484	662	350	..	..	88	..	..	381	..	2	..	598 7 4
728	Uddingston Grammar	P.	6	896	708	96	227	252	25	600	13	..	1	1909	708	246	..	..	140	..	..	819	..	..	..	719 18 6
728 H.G.	Uddingston Grammar, H.G.	H.G. P.	6	213	160	..	..	4	136	140	6	1	..	1236	456	44	..	..	25	..	..	501	..	204	5	588 3 1
3008	Carfin	R.C.	3	415	459	91	155	145	..	391	2	3	..	943	395	228	57	..	86	..	148	..	29	..	..	420 14 3
4483	Chapelhall	R.C.	2	331	386	75	160	102	..	337	3	4	3	711	350	205	41	..	..	..	106	..	10	..	..	368 2 6
6508 H.G.	Elmwood Convent, H.G.	R.C. H.G.	6	222	58	..	..	..	51	51	3	..	..	823	77	33	4	..	7	..	471	..	92	39	100	185 18 7
3383	Mossend	R.C.	11	1109	800	155	259	260	..	674	7	7	4	1594	721	422	90	..	99	..	187	..	67	..	..	735 3 6
189	Uddingston, St. John Baptist	R.C.	10	725	794	171	240	258	..	669	9	6	6	1541	665	363	92	..	92	..	273	..	56	..	..	747 16 6
	CADDER § 67. (2184)																									
2217	Auchinairn	P.	5	297	249	31	95	89	..	215	4	1	4	672	240	129	..	..	48	..	..	227	..	..	27	246 11 7
1202	Auchinloch	P.	5	145	127	24	40	44	..	108	2	1	2	372	119	65	..	40	24	..	..	110	3	..	12	118 8 11
3983	Bishopbriggs	P.	5	431	391	62	143	145	36	386	5	4	6	1412	561	268	..	..	101	..	..	418	4	..	59	488 15 8
98	Cadder	P.	5	150	96	15	29	34	..	78	2	1	1	419	96	48	..	..	18	..	..	248	..	..	10	89 9 5
1175	Chryston	P.	5	583	475	80	145	162	21	408	7	2	3	1180	481	235	..	..	88	..	..	330	1	..	45	495 9 8
1386	Gartcosh	P.	5	271	202	49	60	57	3	169	2	3	1	619	137	103	..	..	39	..	..	267	..	..	22	180 17 0
314	Lochfauld	P.	5	111	108	17	39	34	..	90	2	..	3	277	109	59	..	..	22	..	..	75	1	..	11	102 2 0
4642	Stepps Road	P.	5	204	155	30	51	50	5	186	2	2	..	503	144	72	..	20	27	..	..	226	1	..	14	156 3 11
	CALDERHEAD § 67. (1522)																									
2567	*Allanton*	P.	6	160	129	26	48	31	..	100	2	1	..	318	109	62	..	..	28	..	..	124	..	..	..	106 3 9
4146	Calderhead	P.	6	750	650	121	198	193	29	541	10	1	3	1436	671	341	..	..	128	..	..	182	..	6	108	650 13 9
3493	Dykehead	P.	6	733	643	127	194	183	35	539	10	1	3	1345	646	329	..	..	123	..	..	142	..	..	105	635 3 3

3960	Shotts, St. Patrick's	R.C.	2	266	380	64	104	105	21	294	4	2	..	674	318	187	38	..	..	..	109	..	22	..	..	346 11 9
	CAMBUSLANG. (4448)																									
2323	Cambuslang	P.	5	1114	1087	198	347	279	84	902	19	1	..	2862	1121	533	..	..	200	..	..	925	82	..	..	1100 14 9
868	Hallside	P.	5	709	764	162	246	215	83	656	14	2	..	2178	724	365	..	..	137	..	..	849	65	..	37	760 8 3
3771	Kirkhill	P.	5	436	437	78	185	186	32	381	8	2	..	1834	472	238	..	..	88	..	..	515	30	..	..	460 16 6
2422	Newton	P.	5	548	346	73	108	94	17	292	8	1	..	1418	345	176	..	..	66	..	..	792	24	..	11	340 12 6
4787	West Coats	P.	6	525	662	138	212	212	..	557	14	..	..	1814	640	339	..	..	127	..	..	591	52	..	64	615 5 0
4787 H.G	West Coats, H.G.	H.G. P.	6	120	99	..	..	..	86	86	2	..	..	500	181	29	..	..	11	..	..	179	10	90	..	381 3 10
4790	Newton	R.C.	5	873	372	62	108	128	..	298	3	4	1	795	325	180	45	..	68	..	160	..	17	..	..	329 18 0
1750	St. Bride's	R.C.	5	827	706	176	212	210	24	622	9	6	3	1722	640	341	36	..	128	..	505	..	24	..	..	702 3 6
	CAMBUSNETHAN. (5626)																									
484	Berryhill	P.	10	566	451	59	143	167	12	381	7	2	..	985	438	226	..	..	57	..	..	252	2	..	11	446 11 3
3787	Cambusnethan	P.	10	437	414	78	137	139	20	374	7	2	1	959	424	218	..	..	55	..	..	253	5	..	4	439 19 8
3393	Cambusnethan, Newmains	P.	5	575	693	125	228	219	30	602	10	8	3	1907	705	352	..	..	132	..	..	719	..	..	..	708 10 1
4033	Morningside	P.	10	468	382	67	126	135	5	333	6	1	1	888	373	198	..	..	49	..	..	266	..	..	2	336 1 8
3354	Overtown	P.	10	270	253	68	122	26	..	216	4	1	1	479	237	132	..	..	33	..	..	77	..	..	..	234 9 6
811	Waterloo	P.	10	468	332	88	77	159	13	287	4	2	..	769	327	168	..	..	43	..	..	223	5	..	3	327 9 2
2192	Wishaw	P.	6	1064	1197	214	369	448	46	1072	19	4	5	2410	970	539	..	..	202	..	..	653	10	..	7	1259 0 1
2192 H.G	Wishaw, H.G.	H.G. P.	6	272	166	..	..	1	157	158	9	..	..	1841	404	71	..	..	27	..	..	1105	11	221	3	668 3 9
3361	Wishaw Academy	P.	10	924	800	406	303	..	..	709	14	..	1	1667	718	371	..	..	93	..	..	476	10	..	..	823 4 3
4294	Newmains	R.C.	5	335	287	85	86	51	9	261	2	4	..	662	281	157	39	..	59	..	110	..	16	..	..	289 15 3
2686	Wishaw	R.C.	5	509	527	130	175	156	..	461	5	6	..	1158	469	263	66	..	99	..	241	..	20	..	..	490 7 6
	CARLUKE § 67. (1877)																									
2351	Braidwood	P.	3	168	146	34	54	36	..	124	2	1	..	348	124	71	..	..	27	..	..	114	11	..	1	131 8 0
1588	Carluke	P.	6	957	1050	178	354	349	28	909	17	2	15	2349	1104	557	..	..	207	..	..	393	88	..	..	1084 7 9
1588 H.G	Carluke, H.G.	H.G. P.	6	186	111	..	..	4	96	100	5	1	..	865	415	58	..	..	23	..	..	186	11	173	..	400 16 7
59	Kilncadzow	P.	3	84	51	9	19	18	..	46	1	1	..	185	53	29	..	40	11	..	..	48	4	..	..	49 18 0
3943	Law	P.	3	373	399	78	142	96	33	349	6	2	..	820	393	200	..	..	75	..	..	112	37	4	..	426 16 6
2346	Yieldshields	P.	3	100	52	8	16	17	5	46	1	1	..	242	60	32	..	40	12	..	..	91	7	..	..	57 1 9
3009	Carluke	R C.	3	113	117	25	29	40	..	94	2	1	..	312	69	59	15	40	22	..	81	..	7	..	..	102 5 0
	CARMICHAEL. (285)																									
3711	Carmichael	P.	4	84	49	3	17	17	5	42	2	..	..	212	67	28	..	50	10	..	..	57	..	..	..	69 19 9
	CARMUNNOCK. (258)																									
1203	Carmunnock	P.	4	157	117	19	39	37	9	104	2	..	1	374	112	55	..	..	20	..	..	173	11	3	..	131 18 9
	CARNWATH. (1281)																									
3679	Auchengray	P.	3	132	52	9	13	20	4	46	1	1	..	218	78	33	..	40	12	..	..	48	5	2	..	66 17 6
2718	Braehead	P.	3	193	96	16	33	25	10	84	2	..	1	277	113	51	..	..	19	..	..	86	6	2	..	107 1 3
3011	Carnwath	P.	3	263	190	38	59	63	9	169	3	1	1	468	194	98	..	30	37	..	..	114	13	3	..	199 18 3
2628	Forth	P.	3	400	311	52	99	103	14	268	6	1	..	701	295	107	..	..	40	..	..	334	14	..	..	319 19 1
190	Haywood	P.	3	270	188	24	46	44	..	114	2	1	..	269	114	62	..	..	23	..	..	63	7	..	..	125 16 0
3668	Newbigging	P.	3	67	18	7	8	2	..	17	1	..	..	89	29	11	..	..	4	..	..	41	3	..	..	27 5 6
2019	Tarbrax	P.	3	274	192	31	56	72	..	159	3	..	1	538	..	90	..	..	34	..	..	403	11	..	..	245 18 8
2844	Wilsontown Infant	P.	3	62	62	51	2	..	..	53	1	..	1	134	169	93	..	..	35	..	..	..	3	..	..	30 4 0
	CARSTAIRS. (385)																									
4138	Carstairs	P.	5	191	143	28	44	50	12	134	3	..	..	356	160	79	..	..	30	..	..	78	..	2	8	161 17 6
2229	Carstairs Junction	P.	5	304	213	40	69	70	11	190	3	1	1	481	225	111	..	..	43	..	..	96	..	3	..	224 6 0
6518	*Netherton	P.	5	27	10	4	8	5	..	17	1	..	..	63	..	4	..	..	2	..	..	57	..	..	..	19 6 7

* New School—Grant to run as from 1st November, 1906.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																									
	CLARKSTON § 67. (2317)																									
2320	*Airdriehill Combination*	P.	5	290	170	19	50	65	10	144	2	2	..	463	180	89	..	..	34	..	..	130	30	..	..	173 0 9
1151	Caldercruix	P.	2	381	341	52	100	123	12	287	4	8	3	772	337	172	..	..	63	..	..	166	20	12	1	340 7 3
3706	Clarkston	P.	5	620	451	59	157	144	15	375	4	5	3	1048	428	221	..	..	83	..	..	281	34	..	7	438 7 6
3581	Drumbreck	P.	2	297	233	40	69	78	3	190	1	5	..	586	239	115	..	..	48	..	..	167	17	..	..	210 6 0
1028	Longrigg	P.	5	302	209	45	58	63	6	172	2	3	..	560	193	104	..	..	39	..	..	198	22	5	..	192 13 3
5270	Moffat	P.	5	156	52	28	20	..	..	48	1	..	1	141	47	28	..	..	10	..	..	54	2	..	..	50 12 0
1359	Longriggend, St. Patrick's	R.C.	2	358	365	74	101	111	6	292	3	3	2	690	322	184	48	..	..	..	114	..	23	..	..	380 3 0
6317	Whiterigg	R.C.	2	260	230	43	80	66	..	189	1	4	..	629	230	117	32	..	47	..	106	..	7	..	..	208 1 6
	COVINGTON & THANKERTON (58)																									
3041	Covington	P.	4	79	49	4	16	22	2	44	1	1	..	245	65	29	..	..	11	8	..	132	..	2	..	62 19 6
	CRAWFORD. (150)																									
3809	Crawford	P.	4	128	53	7	17	24	..	48	2	..	..	306	65	28	..	50	10	..	..	153	..	..	..	68 1 6
1503	Daer and Powtrail	P.	4	30	17	1	5	8	1	15	1	..	..	88	37	11	..	..	4	..	..	36	..	..	..	30 16 0
1112	Summit	P.	4	53	43	7	13	16	2	37	1	1	..	170	58	22	..	40	8	..	..	42	..	..	..	55 12 9
	CRAWFORDJOHN. (184)																									
2823	Abington	P.	4	83	52	6	13	19	8	46	2	..	..	190	60	28	..	..	11	..	..	92	..	..	..	65 5 9
3838	Crawfordjohn	P.	4	105	50	4	15	19	5	43	2	..	..	234	70	28	..	50	10	..	..	77	..	..	..	63 4 6
1835	Whitecleuch	P.	4	40	12	2	3	5	..	10	1	..	..	69	26	6	..	..	2	..	..	34	..	..	..	20 3 0
	CULTER. (60)																									
646	Culter	P.	4	88	70	8	25	29	2	64	2	..	..	341	82	43	..	50	16	..	..	144	..	6	..	88 0 3
	DALSERF § 67. (1075)																									
2526	Dalserf	P.	9	218	264	42	79	89	6	216	3	1	1	656	271	139	..	..	34	..	..	207	4	..	..	249 18 10
6244	Netherburn	P.	9	282	257	37	88	80	7	212	3	1	2	556	264	134	..	..	32	..	..	122	4	..	..	240 18 8
1350	Shawsburn	P.	9	420	440	61	126	157	14	358	6	..	3	920	492	240	..	..	60	..	..	126	..	..	1	432 6 5
6493	Swinhill Infant	P.	9	120	96	43	30	3	..	76	2	..	..	177	..	40	..	..	.	..	..	187	..	..	..	74 3 0
	DALZIEL § 67. (8244)																									
6534	‡Calder	P.	5																							
3043	Craigneuk	P.	9	1117	940	143	317	315	42	817	16	8	1	2297	956	490	..	..	121	..	..	686	26	10	9	974 13 4

3078	Dalziel	P.	9	997	1063	154	337	414	..	905	17	..	7	2351	1021	541	..	..	134	..	..	582	47	18	9	1038	9	4
3932	Hamilton Street	P.	9	644	606	110	238	203	..	611	18	..	1	1669	680	384	..	..	83	..	..	587	26	10	..	697	7	6
6185	High	P.	6	1150	1275	210	444	358	154	1164	27	..	2	3200	1722	720	..	..	263	..	..	448	44	..	2	1714	18	0
6185 H.G	High, H.G.	H.G. P.	6	381	184	..	..	7	103	170	7	..	..	1958	707	85	..	..	36	..	..	780	18	287	46	717	1	7
4744	Merry Street	P.	9	760	1254	229	476	444	..	1149	22	..	6	2804	1286	674	..	..	168	..	..	687	43	36	..	1296	4	4
3725	Milton Street	P.	9	636	568	81	170	180	36	466	11	..	1	1515	597	292	..	..	72	..	..	526	28	..	..	578	10	0
1413	Muir Street	P.	9	684	678	98	271	201	..	570	11	2	2	1701	552	333	..	..	83	..	..	608	28	6	1	643	11	9
1810	Craigneuk	R.C.	1	826	807	168	275	248	4	690	10	6	1	1619	733	423	88	..	99	..	194	..	83	..	..	757	9	6
178	Motherwell	R.C.	6	974	1087	187	426	305	..	918	11	10	5	2222	597	553	138	..	206	..	082	..	46	..	..	1000	18	9
178 H.G	Motherwell H.G.	H.G. R.C.	6	177	127	..	..	..	114	114	4	..	..	914	322	63	15	..	22	..	268	..	56	167	..	447	18	0
	DOLPHINTON. (56)																											
1095	*Dolphinton*	P.	5	82	79	14	23	22	12	71	2	..	..	223	84	85	..	50	13	50	..	..	..	..	7	103	9	0
	DOUGLAS. (441)																											
236	Douglas	P.	5	368	318	59	122	72	30	283	4	3	2	780	357	161	..	..	60	..	..	194	4	5	..	365	7	10
3728	Stablestone	P.	5	130	89	12	38	32	..	82	1	1	1	327	103	55	..	..	20	..	..	148	..	..	1	99	2	0
	DOUGLAS WATER § 67. (64)																											
6414	Douglas Water	P.	5	450	316	54	100	107	18	279	4	2	1	676	344	173	..	..	65	..	..	92	1	..	1	330	13	8
	DUNSYRE. (47)																											
243	Dunsyre	P.	5	80	28	2	9	11	3	25	1	1	..	203	62	22	..	40	8	..	..	65	2	2	..	47	6	8
	EAST KILBRIDE. (618)																											
2723	Auldhouse	P.	3	100	55	5	20	24	..	49	1	1	..	235	78	36	..	40	14	..	..	60	8	..	..	64	10	0
3582	East Kilbride	P.	3	326	202	39	87	106	15	247	5	2	2	1046	343	159	..	..	60	..	..	435	38	12	..	305	1	7
1191	Jackton	P.	3	83	57	9	20	22	..	51	1	1	..	210	50	23	..	..	10	..	..	110	11	..	..	56	1	3
3468	Maxwelltown	P.	3	106	67	13	24	23	..	60	2	..	..	268	57	32	..	40	12	..	..	123	4	..	..	64	16	3
	GLASGOW (Burgh). (114395)																											
2574	Abbotsford	P.	2	1826	1830	206	541	705	104	1556	34	..	4	5342	2022	917	..	..	..	..	..	2351	51	..	..	1997	6	3
4856	Adelphi Terrace	P.	10	1377	1059	131	340	303	26	800	20	..	2	3867	1100	540	..	..	143	..	..	2028	34	..	22	1067	11	6
2027	Alexander's	P.	5	927	569	77	189	223	..	489	13	..	2	2213	600	312	..	..	117	..	..	1171	14	..	..	562	13	6
5479	Alexandra Parade	P.	1	1485	1378	161	424	492	89	1166	24	..	6	3949	1579	704	..	..	180	..	..	1450	37	..	..	1619	8	7
2558	Anderston (*now closed*)	P.	1	886	511	72	152	210	..	434	10	..	1	1781	547	260	..	..	69	12	..	878	20	..	..	733	11	6§
2239	Annfield	P.	3	1500	1378	197	449	478	50	1174	25	..	2	3709	1467	720	..	..	267	..	..	1209	47	..	..	1452	12	4
1101	Barrowfield	P.	10	995	893	116	278	342	..	736	17	..	1	2880	870	434	..	..	113	..	..	1438	24	..	..	853	11	7
4468	Bishop Street	P.	3	1380	845	120	278	329	..	718	17	..	2	2740	893	409	..	..	170	..	..	1163	26	..	14	868	0	1
6489	Bridgeton (for Physically and Mentally Defective Children)	P.	12	120	90	..	42	21	..	63	7	..	..	2244	..	240	..	..	..	..	11	1977	8	..	9	404	5	10
1105	Calton	P.	11	1512	1173	131	379	479	39	1018	23	..	4	3291	1350	647	..	..	165	..	..	1083	46	..	..	1551	3	7
88	Camlachie	P.	10	1368	811	96	261	326	..	683	19	..	1	2960	832	461	..	..	111	..	..	1522	23	..	9	905	16	7
1334	Camden Street	P.	1	1570	1657	288	521	587	88	1434	31	..	5	4785	1883	823	..	..	211	..	..	1835	34	..	..	1913	0	9
160	Campbellfield	P.	2	876	787	125	263	303	..	691	16	..	3	2553	809	431	..	..	..	..	..	1295	18	..	..	792	13	9
6529	* anding Place	P.	11																									
1197	Centre Street	P.	1	1519	1306	162	429	512	..	1103	24	..	3	3583	1274	652	..	..	167	..	..	1449	42	..	..	1278	12	7
1102	Crookston Street	P.	1	1757	1697	186	512	604	110	1412	30	..	3	5147	1880	841	..	..	219	..	..	2157	49	..	..	1923	10	4
2555	Dalmarnock	P.	2	1309	1331	194	437	450	45	1126	24	..	2	3758	1373	645	..	..	..	..	..	1711	29	..	..	1421	3	8
1181	Dennistoun	P.	1	1489	1263	183	451	418	33	1085	26	..	..	4008	1309	640	..	..	165	..	..	1861	33	..	..	1372	10	0
4396	Dobbies Loan	P.	10	1175	910	167	261	318	..	746	17	..	1	3020	977	477	..	..	126	..	..	1416	24	..	..	871	3	2
841	Dovehill	P.	11	1205	701	117	242	246	..	605	14	..	2	2563	774	391	..	..	100	29	..	1245	25	..	..	704	10	9
6010	Dunard Street	P.	10	1440	1247	214	405	421	41	1081	24	..	5	3344	1320	644	..	..	164	..	..	1188	28	..	..	1350	14	3
6379	Elmvale	P.	9	1440	1070	196	352	337	42	927	20	..	..	‡3078	1046	532	..	..	131	..	..	1336	34	..	..	1168	2	5
4492	Finnieston	P.	1	1219	1189	162	375	459	47	1043	27	..	4	3871	1517	709	..	..	179	..	..	1421	43	..	2	1549	0	6
4442	Freeland (*now closed*)	P.	2	395	401	61	131	144	..	336	8	..	2	1212	395	197	..	..	..	..	..	611	9	..	..	†537	12	2
6265	Garnethank	P.	9	1082	758	113	272	293	..	678	15	..	..	2348	688	370	..	..	90	..	..	1181	18	..	..	787	2	3
6436	Golfhill	P.	9	1458	1242	247	492	330	27	1096	23	..	3	3255	1184	624	..	..	149	..	..	1275	22	..	..	1331	2	6

* New School - Grant to run as from 1st August, 1907. † Grant for 17 months. ‡ New School - Grant to run as from 1st September, 1907. § Grant for 18 months

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars: Under 7 (Infants).	Actual Average Attendance of Scholars: Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars: Above 10: (Senior Division.)	Actual Average Attendance of Scholars: Above 10: (Supplementary Courses or Higher Grade Schools).	Actual Average Attendance of Scholars: Total.	Number of Teachers: Certificated.	Number of Teachers: Assistant Teachers (Art. 79).	Number of Teachers: Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from: Annual Grant, 1905–1906. £	Income of School Derived from: Grant in Relief of Fees. £	Income of School Derived from: Aid Grant to Voluntary Schools. £	Income of School Derived from: General Aid Grant: In Respect of Additional Staff or Gaelic Speaking Teachers. £	Income of School Derived from: General Aid Grant: Paid on Average Attendance. £	Income of School Derived from: Endowment. £	Income of School Derived from: Voluntary Contributions. £	Income of School Derived from: Rates. £	Income of School Derived from: School Fees and Books paid to children. £	Income of School Derived from: Grants from Local Authorities for Secondary and Technical Education. £	Income of School Derived from: Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
	LANARK—*contd.*																											
	GLASGOW (Burgh)—*cont.*																											
2007	Gorbals	P.	2	1355	1176	171	338	471	40	1020	23	..	4	3787	1270	576	..	..	..	..	..	1881	47	..	13	1309	8	5
889	Greenside Street	P.	3	817	735	60	242	344	..	646	15	..	2	2348	811	416	..	..	153	..	..	942	26	..	..	771	1	7
940	Grove Street	P.	9	1004	1180	128	357	505	20	1010	23	..	6	3851	1352	671	..	..	172	..	..	1597	43	..	16	1289	3	0
6474	Haghill	P.	11	1490	748	181	280	174	..	635	17	..	..	2342	618	290	..	..	99	..	..	1824	11	..	..	695	4	2
6453	Hayfield	P.	5	1440	888	178	383	274	..	835	23	2	..	3335	746	471	..	..	167	..	..	1936	15	..	..	1093	17	1
269	Henderson Street	P.	2	986	621	84	186	250	..	520	12	..	2	2645	643	314	..	..	..	..	..	1672	16	..	..	615	15	1
2078	Hozier Street	P.	12	918	885	127	295	322	..	744	16	..	4	2270	858	442	..	..	111	..	..	825	22	..	11	854	10	4
6501	Hyde Park	P.	4	479	286	103	81	56	..	240	7	..	..	1045	..	56	..	..	49	..	..	940	..	..	..	273	9	5
885	John Street, Bridgeton	P.	6	1277	1499	189	437	719	3	1348	26	..	7	4941	1639	787	..	..	295	..	..	2183	30	..	6	1678	2	6
885 H.G.	¶John Street, Bridgeton H.G.	H.G. P.	6	435	288	..	..	2	263	265	12	..	..	2464	1327	185	..	..	70	..	..	456	126	300	..	1186	8	7
4045	Kay	P.	2	551	342	44	94	148	..	286	8	..	2	1566	370	168	..	..	..	..	..	1006	10	..	12	337	2	11
4545	Kelvinhaugh	P.	12	1013	582	82	177	225	..	484	13	..	2	2146	576	288	..	..	73	..	..	1193	15	..	..	570	17	9
1108	Kennedy Street	P.	11	1808	1549	232	483	543	85	1343	30	..	5	4424	1696	807	..	..	201	..	..	1675	45	..	..	1704	2	9
705	Kent Road	P.	6	1606	1673	213	578	685	..	1476	30	..	3	5106	1783	891	..	..	334	..	..	2064	34	..	..	1768	5	0
705 H.G.	¶Kent Road, H.G.	H.G. P.	6	392	320	..	..	4	289	293	18	..	..	2309	1174	175	..	..	66	..	..	466	129	300	..	1192	7	9
4484	Keppochhill	P.	2	1246	796	132	250	255	49	686	17	..	2	2641	806	389	..	..	..	..	..	1329	28	..	..	898	10	6
6522	†London Road	P.	12																									
3968	Martyrs'	P.	12	1015	957	149	326	357	..	832	17	1	2	2578	1000	514	..	..	129	..	..	897	27	..	11	974	19	6
1855	Mathieson Street	P.	12	900	852	117	279	323	29	748	16	..	5	2467	1008	478	..	..	121	..	..	837	28	..	..	948	12	1
273	Milton	P.	11	1140	1030	137	303	421	..	861	19	..	3	3107	1069	550	..	..	136	..	..	1329	28	..	..	1027	9	11
4644	Napiershall	P.	1	1892	1405	174	500	487	55	1216	24	..	5	4210	1499	698	..	..	179	..	..	1799	35	..	..	1538	12	6
5650	Newlands	P.	1	1472	1427	195	484	553	43	1275	24	1	2	3621	1498	693	..	..	180	..	..	1214	37	..	..	1611	9	11
2512	Oakbank	P.	2	1534	1325	181	427	498	..	1106	24	1	5	3992	1374	698	..	..	..	..	..	1588	38	..	..	1296	1	1
1107	Oatlands	P.	5	1800	1442	228	395	517	87	1227	29	..	5	4490	1641	776	..	..	291	..	..	1745	39	..	..	1614	3	4
1575	Overnewton	P.	1	975	888	145	307	275	23	750	20	..	4	2965	951	489	..	..	119	..	..	1386	21	..	..	909	8	2
4543	Parkhead	P.	3	1213	1058	157	358	389	..	904	20	..	4	3091	1026	549	..	..	202	..	..	1292	23	..	..	1044	13	7
3076	Petershill	P.	3	1201	1351	183	422	489	92	1186	26	..	4	3902	1680	755	..	..	286	..	..	1150	31	..	..	1618	1	10
6431	Provanside	P.	6	1256	1287	190	426	499	..	1115	23	1	1	4068	1308	678	..	..	252	..	..	1804	30	..	..	1801	17	11
6431 H.G.	¶Provanside, H.G.	H.G. P.	6	180	185	..	..	2	163	165	7	..	..	1492	481	77	..	..	29	..	..	631	78	200	..	615	15	0
6440	Quarry Brae	P.	9	1476	961	153	330	284	53	820	19	..	2	3007	901	509	..	..	108	..	..	1465	23	..	..	1039	3	0
4014	Queen Mary Street	P.	3	1130	1154	160	386	395	35	976	21	..	3	3319	1284	605	..	..	225	..	..	1226	30	..	..	1208	0	7

3767	Rockvilla	P.	12	996	667	110	210	245	..	565	18	1	..	1982	639	330	..	..	84	..	..	901	26	..	2	644	2	6
4311	Rosemount	P.	2	1208	898	166	292	318	..	776	18	..	..	2562	940	478	..	..	..	..	..	1116	26	..	..	905	0	11
2899	Rose Street (*now closed*)	P.	3	686	507	53	164	199	..	416	18	1	1	1856	584	314	..	..	113	..	..	826	20	..	..	§646	0	3
1198	Rumford Street	P.	10	1220	1115	148	385	408	..	941	21	..	1	3042	1130	543	..	..	144	..	..	1202	22	..	..	1096	15	10
4550	St. David's	P.	2	859	562	86	192	208	..	431	10	..	5	1741	587	298	..	..	..	..	..	846	15	..	..	537	14	9
4547	St. George's Road	P.	4	1546	1246	191	351	479	50	1071	24	..	4	4007	1366	666	..	..	241	..	..	1691	36	..	8	1338	15	3
2295	St. James'	P.	10	1396	1256	185	404	428	44	1056	22	1	4	3934	1241	601	..	..	158	..	..	1915	23	..	..	1311	12	4
4503	St. Rollox	P.	1	1284	848	128	305	320	..	753	16	..	3	2522	844	436	..	..	108	..	..	1109	25	..	..	875	14	1
6509	Scotland Street	P.	5	1250	425	102	142	133	..	377	12	..	..	1834	..	146	..	..	49	..	..	1639	..	..	..	354	8	6
3904	Shield's Road	P.	11	894	866	128	278	335	30	766	17	..	3	2662	979	460	..	..	119	..	..	1083	21	..	..	929	14	8
6403	Sir J. Neilson Cuthbertson	P.	9	1428	495	76	174	187	..	437	14	..	3	1743	497	258	..	..	65	..	..	911	12	..	..	497	11	0
4156	Springbank	P.	3	1256	1137	215	368	360	46	989	21	..	4	4040	1118	568	..	..	213	..	..	2115	26	..	..	1225	7	0
1099	Springburn	P.	3	1507	1418	182	512	524	57	1275	26	..	11	4057	1706	797	..	..	300	..	..	1217	35	..	1	1614	6	8
14	Springfield	P.	10	1628	1398	232	550	534	53	1369	31	..	2	4386	1744	794	..	..	215	..	..	1622	10	..	..	1688	19	6
6472	Strathclyde	P.	11	1476	848	177	289	270	..	736	16	..	1	2329	982	409	..	..	163	..	..	759	16	..	..	818	19	8
1100	Thomson Street	P.	12	1566	1282	175	429	481	15	1100	23	..	3	3555	1311	682	..	..	169	..	..	1363	31	..	..	1388	17	2
878	Townhead	P.	3	1299	1362	162	418	486	84	1149	25	..	..	3827	1576	693	..	..	260	..	..	1258	39	..	..	1595	14	5
2943	Tureen Street	P.	2	1873	1259	164	389	479	87	1119	23	1	10	4416	1533	666	..	..	..	..	..	2182	35	..	..	1584	13	7
4731	Washington Street	P.	1	1500	1146	160	367	417	41	985	21	..	5	3801	1260	575	..	..	152	..	..	1768	36	..	11	1224	10	0
2645	Wellpark	P.	1	683	609	84	177	271	..	532	13	..	3	1929	602	312	..	..	77	..	..	928	10	..	..	630	15	3
4802	Whitehill	P.	6	1020	705	..	26	602	..	628	16	..	..	2954	874	391	..	..	147	..	..	1527	12	..	3	835	18	6
4802 H.G	¶Whitehill, H.G.	H.G. P.	6	670	530	..	..	1	479	480	21	..	..	4341	1831	274	..	..	103	..	..	1066	367	700	..	2009	12	9
6392	Willowbank	P.	9	930	605	65	162	225	66	518	14	..	2	2150	649	279	..	..	67	..	..	1135	21	..	1	765	14	9
2146	Wolseley Street	P.	12	1676	1189	206	399	417	17	1039	23	..	..	3147	1220	604	..	..	156	..	..	1137	30	..	..	1199	5	7
6438	Woodlands, Institute for Defective Children	P.	9	146	60	..	26	15	..	41	3	..	..	520	154	90	..	..	23	..	..	253	1	..	..	154	6	0
932	Woodside	P.	6	1521	1141	141	309	543	..	993	25	..	6	4582	1300	628	..	..	235	..	..	2699	20	..	..	1238	16	1
932 H.G	¶Woodside, H.G.	H.G. P.	6	484	406	..	..	..	354	354	17	..	..	3342	1291	214	..	..	80	..	..	1006	301	450	..	1501	5	0
4479	Dundas Vale Practising	..	3	1028	623	88	161	239	37	525	16	..	2	1854	702	331	207	..	..	150	..	..	28	..	631	646	13	11
2406	Stow Practising	..	4	1035	573	79	184	209	39	511	18	..	1	2036	670	321	83	..	..	150	..	..	..	..	863	657	11	0
3884	St. Mary's	E.	4	426	468	58	142	187	..	387	5	5	..	1092	438	281	58	..	87	..	258	..	42	..	..	487	13	2
472	Bridgeton, Sacred Heart	R.C.	10	1640	1722	273	542	659	..	1454	24	8	9	3522	1585	884	213	..	218	..	627	..	..	..	..	1626	16	3
4389	Calton, St. Mary's	R.C.	2	1955	1977	270	724	672	52	1718	27	6	10	4622	2065	1011	262	..	..	30	1100	..	138	16	..	2055	16	4
6517	Carntyne, St. Mark's	R.C.	7	494	356	76	122	109	..	307	4	3	..	1261	..	180	30	..	45	..	989	..	17	..	..	328	19	9
6484	¶Garnethill Convent	R.C.	6	525	187	26	34	54	59	173	6	2	..	1052	275	..	23	30	35	..	300	..	248	..	100	318	10	0
5622	¶Our Lady and St. Francis	R.C.	6	277	106	19	26	43	..	88	4	2	..	538	121	..	17	..	25	..	200	..	101	..	..	96	2	3
5622 H.G.	¶Our Lady and St. Francis, H.G.	H.G. R.C.	6	222	166	..	..	1	146	147	4	..	..	890	332	..	14	..	22	..	100	..	125	200	..	551	12	1
1436	Parkhead, St. Michael's	R.C.	10	965	943	222	306	309	4	841	14	1	2	1843	919	524	124	..	124	..	109	..	43	..	..	942	16	0
4055	St. Aloysius, Milton Street	R.C.	9	1195	782	128	246	290	..	664	11	5	4	1715	795	415	105	..	105	..	224	..	50	..	..	747	8	6
822	St. Alphonsus	R.C.	10	1273	1042	175	343	346	..	864	13	8	2	2265	957	606	134	..	134	18	278	..	61	..	..	962	2	6
2794	St. Andrew's	R.C.	4	1141	936	174	247	328	47	796	12	8	6	2470	1076	520	130	..	195	12	497	..	48	..	..	995	12	9
6348	St. Anne's	R.C.	9	1030	929	192	296	302	8	798	16	2	2	2249	868	466	117	..	117	..	651	..	29	..	..	893	4	4
174	St. Columba's	R.C.	2	888	671	125	201	236	..	562	7	9	2	1581	621	309	87	..	..	..	539	..	25	..	..	627	4	9
4062	St. Francis	R.C.	3	2191	2091	291	668	684	79	1722	28	9	17	4744	2081	1038	260	..	389	27	927	..	184	..	..	2074	6	8
2476	St. John's	R.C.	2	1485	1355	193	437	519	..	1149	18	10	2	3129	1365	707	196	..	..	..	822	..	89	..	..	1205	1	1
2737	St. Joseph's	R.C.	2	1855	1463	315	442	441	12	1210	22	6	7	3032	1379	757	177	..	..	..	518	..	58	..	..	1374	10	3
6491	St. Luke's	R.C.	4	1206	912	56	273	334	..	693	11	6	8	2375	626	457	114	..	171	..	990	..	17	..	..	783	10	0
6469	St. Martin's	R.C.	2	492	435	140	192	34	..	366	6	3	4	989	367	226	49	..	..	..	338	..	10	..	..	381	5	6
2475	St. Mungo's	R.C.	3	1828	2251	355	801	845	..	2001	27	8	12	4436	2204	1178	295	..	442	..	366	..	72	..	..	2225	17	9
449	¶St. Mungo's Academy	R.C.	6	351	112	6	31	63	..	100	3	1	..	598	104	..	14	..	20	..	150	..	320	..	19	114	14	3
449 H.G	¶St. Mungo's Academy, H.G.	H.G. R.C.	6	287	179	..	..	..	155	155	6	2	..	1522	509	..	20	..	29	60	17	..	333	250	48	629	2	9
3167	St. Patrick's	R.C.	2	2254	1423	165	445	646	..	1256	19	9	9	3712	1423	733	196	..	..	..	1272	..	89	..	..	1420	16	8
6536	‡St. Rocks	R.C.	12																									
4355	Springburn, St. Aloysius	R.C.	10	1012	965	165	301	303	24	793	10	6	3	2031	920	485	117	..	117	..	255	..	79	..	57	929	11	5

† New School– Grant to run as from 1st April, 1907. ‡ New School—Grant to run as from 1st September, 1907. § Grant for 16 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools)									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																									
	GLASGOW (Burgh)—*cont.*																									
1955	Royal Asylum for the Blind	..	4	..	..	2	10	60	..	72	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	408 2 0
2003	Buchanan Institution	..	10	416	333	18	98	160	29	305	8	..	..	1310	404	174	45	..	45	642	..	..	..	..	..	420 19 3
4754	Deaf and Dumb Institution	..	5	..	..	2	32	137	..	171	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	888 2 6
	GLASSFORD. (260)																									
1118	Chapelton	P.	1	188	87	14	30	36	1	81	2	..	..	247	90	49	..	..	12	..	..	96	..	..	..	90 2 0
3158	Glassford	P.	1	148	128	21	37	47	4	109	2	..	1	355	146	67	..	..	18	..	..	123	..	..	..	128 15 0
	GOVAN. (37791)																									
4030	Abraham Hill's Trust	P.	2	820	863	133	309	333	..	775	15	..	7	2321	874	460	..	..	..	..	..	858	28	..	..	905 17 0
6512	Balshagray	P.	6	1486	742	131	229	247	30	637	14	3	6	2527	..	338	..	..	81	..	..	2095	13	.	..	641 11 5
1824	¶Bellahouston Academy	P.	6	735	685	102	234	266	..	602	15	3	..	2597	633	326	..	..	125	..	..	741	772	..	..	681 17 10
1824 H.G.	¶Bellahouston Acad. H.G.	H.G. P.	6	510	335	..	..	..	302	302	12	..	..	2951	946	151	..	..	54	..	..	1081	339	380	..	1204 16 2
2099	Broomloan Road	P.	10	1742	1299	209	437	505	24	1175	23	..	10	4246	1510	769	..	..	190	..	..	1707	70	..	..	1471 7 4
4286	Copeland Road	P.	12	1280	1345	208	446	466	78	1198	21	2	12	3771	1457	670	..	..	163	..	..	1420	30	..	32	1602 4 3
5865	Dowanhill	P.	2	1579	1434	194	451	561	57	1263	25	4	8	4494	1556	773	..	..	..	..	..	2121	48	..	..	1579 17 11
6205	Elderpark	P.	6	1304	1383	239	475	472	37	1223	24	3	11	3547	1411	721	..	..	272	..	..	1096	48	..	..	1489 13 8
332	Fairfield	P.	6	1525	1382	221	465	550	..	1236	24	4	10	4131	1458	746	..	..	280	..	..	1602	39	..	..	1424 10 1
332 H.G.	Fairfield, H.G.	H.G. P.	6	233	231	..	..	4	204	208	11	..	..	2015	617	122	..	..	40	..	..	910	1	325	..	817 3 4
2028	Govanhill	P.	12	1010	1047	137	341	406	31	915	19	..	8	2771	1146	562	..	..	143	..	..	896	24	..	..	1109 17 3
2435	Govanhill, Calder Street	P.	10	950	527	75	170	220	..	465	10	1	4	1956	634	139	..	..	80	..	..	1085	19	..	..	546 4 1
6429	Greenfield	P.	6	1312	1216	203	412	380	12	1007	20	5	2	3256	1102	583	..	..	217	..	..	1828	26	..	..	1183 12 7
925	Harmony Row	P.	10	1012	1049	95	338	482	36	921	18	1	7	2891	1131	558	..	..	142	..	..	1027	33	..	..	1140 12 7
615	¶Hillhead	P.	5	867	900	93	258	413	..	764	17	4	..	2957	846	447	..	..	168	..	..	107	1329	..	..	870 11 9
6533	*Ibrox	P.	2																							
1208	Kinning Park	P.	12	1727	1444	178	506	595	5	1284	28	2	12	3859	1538	794	..	..	195	..	..	1290	43	..	..	1502 10 9
3965	Lambhill Street	P.	12	1514	1384	139	469	577	10	1195	22	5	9	3970	1402	706	..	..	180	..	..	1640	42	..	..	1899 18 0
5255	Lorne Street	P.	12	1436	1567	211	510	559	106	1386	24	2	8	4344	1752	838	..	..	209	..	..	1492	54	..	..	1812 8 5
3320	Partick, Middlefield (for Crippled Children)	P.	6	120	82	..	19	30	..	49	4	1	..	702	182	180	..	..	45	..	..	341	4	..	..	286 6 0
1717	Partick, Church Street	P.	6	1308	755	101	245	295	35	676	14	4	8	2935	900	458	..	..	163	..	..	1381	33	..	..	906 5 8
[illegible]	¶Partick, Hamilton Crescent	P.	6	787	565	61	208	206	..	475	12	..	..	2175	580	277	..	..	106	..	..	582	672	..	..	545 8 2

900 H.G.	¶Partick, Hamilton Crescent H.G.	H.G. P.	6	298	300	..	..	2	267	269	12	..	..	2746	833	150	..	..	53	..	..	1085	250	370	..	1002	9	9
1098	Partick, Rosevale Street	P.	3	1089	1154	173	429	366	57	1025	19	..	9	3001	1100	565	..	..	218	..	..	1024	34	..	..	1293	17	0
4803	Partick, Stewartville	P.	2	1433	1265	152	426	517	43	1138	24	3	7	3647	1457	690	..	..	..	..	..	1462	38	..	..	1410	5	1
6272	Partick, Thornwood	P.	6	1432	1404	219	474	501	50	1244	25	1	11	3500	1583	806	..	..	299	..	..	1071	41	..	..	1532	17	6
1843	Pollokshields	P.	1	788	590	53	169	276	..	503	11	3	5	2582	620	310	..	..	78	..	..	1504	19	..	..	606	8	1
1022	¶Pollokshields, Albert Road	P.	6	627	511	81	164	234	..	429	10	2	..	2152	519	256	..	..	99	..	..	678	593	..	..	507	10	4
1022 H.G.	¶Pollokshields, Albert Road H.G.	H.G. P.	6	181	157	..	..	..	140	140	8	..	..	1960	534	94	..	..	32	..	..	714	201	335	..	576	18	2
99	Polmadie	P.	11	1184	774	103	284	247	29	663	15	..	7	2446	827	405	..	..	103	..	..	1078	33	..	..	811	18	6
1758	Rutland Crescent	P.	1	978	984	110	348	381	27	866	17	..	6	2660	1073	524	..	..	132	..	..	902	28	..	..	1051	13	9
5648	Strathbungo	P.	6	1273	1297	135	415	519	41	1110	22	2	9	3839	1365	696	..	..	259	..	..	1475	45	..	..	1871	5	11
5648 H.G.	Strathbungo H.G.	H.G. P.	6	236	140	..	..	1	129	130	9	..	..	1779	548	86	..	..	32	..	..	701	3	320	..	528	16	7
6478	Victoria	P.	6	1236	1179	219	443	394	16	1072	20	2	8	3610	1139	615	..	..	224	..	..	1602	29	..	..	1256	17	4
614	Whiteinch	P.	1	1447	1472	228	496	546	39	1309	26	1	4	3898	1648	805	..	..	203	..	..	1192	50	..	..	1576	7	1
6113	¶Dowanhill Practising	R. C.	6	228	108	21	45	87	..	103	5	..	..	477	106	..	14	..	21	..	107	..	88	..	140	114	16	3
6113 H.G.	¶Dowanhill Practising H.G.	H.G. R. C.	6	416	184	..	..	..	170	170	9	1	..	1430	491	..	20	..	29	..	316	..	114	50	410	732	16	0
534	St. Anthony's	R. C.	10	1539	1187	189	391	448	15	1048	17	4	9	2302	1120	593	149	..	149	..	145	..	45	..	..	1176	8	6
6011	St. Saviour's	R. C.	9	862	782	150	253	273	..	676	8	7	3	1794	755	412	103	..	103	..	374	..	48	..	..	731	3	3
107	Govanhill, Holy Cross	R. C.	10	531	503	75	175	166	14	430	7	2	2	1196	505	264	63	..	63	3	251	..	46	..	..	513	18	3
1110	Kinning Park, Our Lady & St. Margaret's	R. C.	9	1537	1262	167	409	474	15	1065	19	6	2	2544	1146	615	154	..	154	..	386	..	89	..	..	1228	3	6
4521	Partick, St. Peter's	R. C.	1	1505	1345	271	422	395	64	1152	20	3	17	3263	1460	695	185	..	178	..	656	..	88	..	..	1467	0	11
6499	Whiteinch, St. Paul's	R. C.	9	480	296	84	84	88	..	256	5	..	2	986	..	111	..	..	..	..	846	..	29	..	..	270	8	0
	HAMILTON (Burgh) § 67. (4011)																											
4738	¶Academy (Elemy. Dept.)	P.	5	221	165	32	71	40	..	143	5	..	..	708	151	83	..	30	31	..	..	198	218	..	..	161	11	9
2343	Beckford Street	P.	9	953	954	155	316	319	59	849	19	..	2	2350	1054	512	..	..	125	..	..	659	..	..	..	1046	5	7
3938	Bent Road	P.	9	716	679	86	251	247	31	615	15	..	5	2152	811	379	..	..	95	..	..	868	..	..	..	799	12	3
4578	St. John's, Grammar	P.	11	739	778	123	250	217	111	701	14	3	6	2151	927	417	..	..	100	..	..	706	..	..	..	931	17	10
2344	Townhead	P.	11	993	754	103	222	295	38	658	14	1	4	2158	806	399	..	..	98	..	..	855	..	..	..	851	16	6
4197	Hamilton	R.C.	11	686	680	91	260	240	11	602	10	3	2	1398	665	371	91	..	91	..	144	..	28	..	..	687	9	8
	HAMILTON (Landward). (4478)																											
6449	*Auchentibber*	P.	11	119	69	33	28	2	..	63	1	1	..	184	66	39	..	..	10	..	..	66	2	..	..	63	15	0
2141	Beechfield	P.	10	68	36	5	13	14	..	32	2	..	..	201	36	11	..	..	55	..	..	100	..	..	..	35	2	0
1426	Ferniegair	P	9	464	363	61	127	113	13	314	6	3	..	1010	394	201	..	..	50	..	..	365	..	..	..	362	14	1
6309	Glenlee	I.	10	906	757	129	258	244	27	658	16	3	2	2706	834	266	..	..	105	..	..	1497	..	4	..	822	2	6
326	Greenfield	P.	10	1265	1045	167	351	337	42	897	18	2	7	3185	1022	378	..	..	131	4	..	1639	..	6	6	1110	7	10
1712	Low Waters	P.	6	978	863	197	294	283	27	806	16	..	8	2202	953	489	..	..	177	..	..	531	..	..	2	958	7	4
1712 H.G.	Low Waters H.G.	H.G. P.	6	130	65	..	..	1	61	62	3	1	..	504	184	26	..	..	11	..	..	191	..	92	..	237	18	9
3576	Quarter	P.	9	337	305	53	98	110	13	274	5	2	..	823	321	163	..	..	42	..	..	288	..	10	..	320	19	6
4913	Burnbank	R.C.	9	650	465	54	163	141	..	388	5	4	2	1118	399	227	55	..	55	..	371	..	11	..	..	423	5	3
1262	Cadzow	R.C.	11	336	366	61	108	139	..	308	3	4	1	779	322	160	44	..	44	..	194	..	16	..	..	336	1	3
	LANARK (Burgh) § 67. (984)																											
3253	Grammar	P.	6	923	856	139	262	334	23	788	16	1	11	2318	940	456	..	30	172	22	..	573	126	..	..	970	1	0
3253 H.G.	Grammar H.G.	H.G. P.	6	229	129	..	..	..	111	111	6	..	..	1073	474	72	..	..	26	40	..	168	..	293	..	441	14	10
3906	Lanark	R.C.	6	463	302	67	88	114	10	279	3	4	..	692	300	164	41	..	61	..	136	..	28	..	..	318	12	6
	LANARK (Landward) (551)																											
1019	Nemphlar	P.	4	53	49	10	17	16	..	43	1	1	..	164	48	27	..	40	10	..	..	33	..	..	..	46	5	6
4152	New Lanark	P.	5	193	184	31	60	74	..	165	4	..	..	426	162	89	..	..	34	..	..	142	..	..	..	178	15	6

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* New School.—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	£	Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	£ s. d.
	LANARK—*contd.*																									
	LANARK (Landward)—*contd.*																									
1834	Smyllum	R.C.	5	686	468	67	128	242	21	458	6	5	..	1240	492	250	62	..	94	..	325	..	14	..	..	555 16 0
4756	Smyllum, Blind and Deaf Mutes	R.C.	4	..	..	7	27	42	..	76	..	..	..	..	..	..	.	..	..	..	..	..	..	..	..	413 17 6
	LARKHALL § 67. (2693)																									
765	Academy	P.	6	1082	1080	167	288	411	75	941	16	8	12	2740	1252	598	..	..	221	..	..	662	18	..	..	1208 6 2
765 H.G	Academy, H.G.	H.G. P.	6	127	131	..	..	1	109	110	3	2	..	766	379	58	.	..	22	..	..	143	..	165	..	430 7 6
3829	Duke Street	P.	12	260	295	46	132	84	..	262	3	2	4	654	289	148	..	..	38	..	..	177	1	..	..	298 3 0
4010	Glengowan	P.	12	510	430	91	152	120	..	363	5	2	4	899	346	175	..	..	45	..	..	331	1	..	..	403 9 2
1337	Muir Street	P.	12	350	611	108	226	183	..	517	6	1	8	1151	521	289	..	..	68	..	..	271	1	..	..	575 13 1
4293	Larkhall	R.C.	12	337	348	58	125	122	..	305	3	4	..	807	294	177	42	..	42	..	247	..	4	..	..	331 9 0
	LEADHILLS § 67. (202)																									
2239	Leadhills	P.	4	261	172	20	41	74	5	140	3	1	1	465	188	95	..	30	67	..	..	15	..	..	70	167 16 6
	LESMAHAGOW. (2345)																									
2445	Auchenheath	P.	2	195	165	28	54	57	4	148	2	1	..	354	159	84	..	..	31	..	..	80	..	..	..	157 17 9
477	Bellfield	P.	2	372	443	66	136	141	16	359	5	3	..	981	343	205	..	..	76	..	..	357	..	..	1	417 1 0
2353	Bent	P.	2	148	104	16	35	33	3	87	2	..	..	260	103	54	..	..	21	..	..	81	..	..	1	97 19 3
1122	Blackwood	P.	2	413	289	44	84	105	14	247	5	..	1	655	280	142	..	..	55	..	..	177	..	..	..	293 14 3
518	Hawksland	P.	2	105	42	4	14	16	..	34	2	..	..	195	51	17	..	20	7	..	..	100	..	..	..	52 13 0
2601	Kirkfield Bank	P.	4	196	170	27	56	56	6	145	3	1	..	444	159	82	..	..	31	..	..	171	..	..	..	166 0 0
521	Lesmahagow, Senior	P.	6	316	255	..	45	179	12	236	6	..	..	635	285	142	..	..	53	..	..	155	..	..	..	297 1 10
521 H.G	Lesmahagow, Senior, H.G.	H.G. P.	6	116	83	..	..	..	71	71	2	..	..	427	208	32	..	..	12	..	..	76	..	99	..	263 18 1
2281	Lesmahagow, Junior	P.	2	317	298	106	149	11	..	266	4	2	..	553	270	150	..	..	57	..	..	76	..	..	..	286 19 1
3049	Underbank	P.	2	287	204	46	66	56	4	172	3	1	..	490	198	107	..	..	39	..	..	146	..	..	..	192 17 0
476	Waterside	P.	2	105	56	15	18	15	..	48	1	.	1	191	61	26	..	..	10	..	..	93	..	..	..	65 18 3
1997	Blackwood	R.C.	2	139	103	16	34	40	..	90	1	1	..	176	89	53	11	..	..	..	41	..	6	..	..	88 9 0
	LIBBERTON. (82)																									
3633	Libberton	P.	3	72	48	7	14	13	5	39	1	..	..	174	50	19	..	..	7	..	..	98	..	..	..	65 2 9
572	Quothquan	P.	3	56	20	4	6	8	..	18	1	..	..	110	31	11	..	..	4	..	..	63	..	..	..	29 11 0

	MARYHILL § 6 (9629)																											
6511	Coltston	P.	3	410	262	51	65	54	9	179	6	..	..	577	..	63	..	..	..	..	..	514	..	..	..	118	19	5
1804	Eastpark	P.	10	1104	1050	151	322	392	..	865	18	..	5	2604	1308	706	..	..	176	..	..	377	11	26	..	906	5	8
6206	Gairbraid	P.	10	1174	1014	166	326	340	..	832	19	..	5	2812	1032	554	..	..	136	..	..	1056	19	16	..	938	3	1
6488	Garrioch	P.	8	1115	938	193	350	153	74	770	19	1	5	2886	486	377	..	..	142	..	..	1863	12	..	..	982	8	2
4478	Maryhill	P.	10	802	841	156	268	250	..	704	17	1	3	2430	820	431	..	..	108	..	..	1039	7	24	..	792	10	10
6524	†Maryhill Hall (for defective and epileptic children)	P.	12																									
5875	North Kelvinside	P.	6	1342	1150	215	344	367	30	956	18	3	7	3047	1155	370	..	..	215	..	..	1291	16	..	..	1130	3	5
5875 H.G.	North Kelvinside H.G.	H.G. P.	6	291	235	..	..	7	202	209	10	1	..	1559	759	89	..	..	45	..	..	256	2	364	44	801	15	9
956	Possilpark	P.	10	1113	1341	253	433	412	9	1107	22	1	5	3432	1262	671	..	..	167	..	..	1282	36	14	..	1262	5	6
801	Lambhill, St. Agnes'	R.C.	10	795	515	139	139	162	..	440	4	5	2	1021	447	252	62	..	62	8	172	..	18	..	..	478	1	3
3015	Maryhill	R.C.	10	1056	948	178	277	336	..	791	9	6	8	1893	912	493	123	..	123	4	232	..	6	..	..	887	16	9
6413	St. Charles'	R.C.	9	620	685	148	202	199	..	549	11	1	8	1400	635	345	86	..	86	..	220	..	29	..	..	631	3	0
	NEW MONKLAND § 67. (2051)																											
729	Avonhead	P.	4	191	58	11	17	17	..	45	1	1	..	222	49	26	..	40	10	..	..	85	12	..	..	48	7	3
908	Gain	P.	4	120	74	14	29	22	..	65	1	1	..	204	70	39	..	..	15	..	..	69	11	..	..	69	18	0
3850	*Glenboig*	P.	4	308	285	59	98	85	2	244	3	2	..	607	262	145	..	..	54	..	..	110	34	2	..	261	18	9
840	Greengairs	P.	4	353	381	77	138	98	21	334	4	3	..	895	389	200	..	..	75	..	..	168	63	..	..	386	10	6
4065	New Monkland	P.	4	225	170	34	57	55	3	149	2	2	..	450	173	92	..	20	34	..	..	109	20	2	..	164	18	9
3490	Riggend	P.	4	173	141	26	45	43	6	120	1	3	..	367	144	75	..	..	28	..	..	99	21	..	..	142	18	3
1042	Roughrigg	P.	4	297	235	42	57	91	7	197	2	3	1	614	234	125	..	..	47	..	..	174	28	6	..	227	2	9
35	Glenboig, Our Lady and St. Joseph's	R.C.	4	203	202	57	59	61	..	177	2	3	..	413	142	104	65	..	..	..	91	..	12	..	..	184	18	3
4910	Meikle Drumgray	R.C.	4	201	120	35	23	46	..	109	1	1	..	277	128	73	18	..	27	..	27	..	4	..	..	106	4	6
	OLD MONKLAND. (11485)																											
4222	Baillieston	P.	12	690	623	104	196	197	16	513	11	..	2	1479	626	321	..	..	80	..	..	368	42	..	42	632	16	1
3818	Bargeddie	P.	12	369	316	66	84	110	17	277	6	1	..	935	300	148	..	..	39	..	..	390	22	..	36	335	11	10
5876	Blairhill	P.	4	728	557	101	177	177	32	487	9	2	1	1398	611	296	..	..	112	..	..	306	40	28	6	599	13	7
3568	Calderbank	P.	1	417	349	71	111	124	..	306	7	..	1	999	349	186	..	..	45	..	..	399	17	..	2	337	19	10
2438	Coatbridge	P.	6	1682	822	121	249	320	57	747	17	..	17	2757	973	470	..	..	176	..	..	1016	122	..	..	952	6	9
2438 H.G.	Coatbridge, H.G.	H.G. P.	6	753	155	..	..	..	124	124	6	1	..	1335	521	75	..	..	28	..	..	485	6	201	16	546	7	7
2093	Coatbridge, Langloan	P.	2	552	547	82	188	194	16	480	9	1	2	1382	533	307	..	..	..	..	..	437	84	30	2	581	15	0
5305	Coatdyke	P.	1	584	456	69	138	153	22	382	9	..	1	1286	465	248	..	..	62	..	..	458	35	12	6	466	3	2
6450	Dundyvan	P.	4	576	591	125	196	181	11	513	10	2	3	1327	518	263	..	..	99	..	..	382	46	18	2	595	16	4
3153	Gartsherrie Academy	P.	5	659	656	109	224	190	50	573	10	2	3	1951	789	354	..	..	133	..	..	525	107	..	44	726	5	9
2619	Gartsherrie	P.	2	369	395	80	124	118	23	340	6	..	4	1030	388	205	—	..	..	..	..	359	37	22	20	408	10	5
6460	Greenhill	P.	1	687	769	166	240	281	30	667	15	..	4	1701	702	408	..	..	96	..	..	453	38	..	9	782	8	7
1385	Mount Vernon	P.	1	557	404	71	133	126	12	342	7	1	2	1101	402	206	..	..	51	..	..	384	20	..	37	401	16	1
3941	Old Monkland	P.	2	259	284	54	88	91	8	236	6	1	2	882	251	154	..	..	..	..	..	437	19	..	21	275	11	4
1391	West Maryston	P.	1	357	290	57	86	87	11	241	6	1	2	942	300	157	..	..	39	..	..	390	27	..	30	295	11	0
4626	Whifflet	P.	2	619	683	120	198	220	35	568	11	..	4	1533	667	344	..	..	..	..	..	448	37	24	13	732	1	9
108	Baillieston, St. Bridget's	R.C.	1	592	531	76	197	179	3	455	3	5	4	1037	527	293	72	..	78	..	45	..	27	..	..	520	10	9
162	Coatbridge, St. Augustine's	R.C.	5	1070	954	190	304	290	23	807	9	7	5	2187	842	453	113	..	170	..	570	..	39	..	..	921	3	6
2830	Coatbridge, St. Patrick's	R.C.	5	1153	790	190	222	245	28	685	8	7	1	1914	785	405	101	..	152	..	427	..	32	..	..	787	6	9
931	Tollcross, St. Joseph's	R.C.	1	556	482	105	153	148	9	415	7	7	..	972	412	232	54	..	57	..	164	..	52	..	..	461	4	6
876	Whifflet	R.C.	1	596	722	136	186	191	26	539	4	9	3	1224	593	327	77	..	80	..	115	..	34	..	..	664	3	3
	PETTINAIN (50)																											
3147	Pettinain	P.	3	64	33	4	10	12	3	29	1	..	..	139	38	15	..	..	6	..	..	80	..	..	..	46	2	0

†New School—Grant to run as from 1st May, 1907

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	LANARK—*contd.*																											
	RUTHERGLEN (Burgh and Landward) § 67. (4485)																											
4100	Burgh	P.	9	1000	787	129	255	254	32	670	12	2	5	2097	717	374	..	..	89	40	..	876	..	..	..	814	3	0
799	Eastfield	P.	9	604	400	72	125	146	..	343	6	3	1	1386	394	200	..	..	51	..	..	742	..	..	..	402	0	8
883	Farie Street	P.	9	1100	969	140	317	338	37	832	16	4	3	2388	987	509	..	..	126	..	..	765	..	..	..	981	18	7
3876	Macdonald	P.	9	890	903	158	302	318	36	814	15	5	3	2279	1001	504	..	..	125	..	..	649	..	..	..	966	0	3
2039	Stonelaw	P.	6	1011	849	162	278	292	..	732	17	2	3	2071	116	356	..	..	128	..	..	1387	..	..	84	757	15	11
2039 H.G.	Stonelaw, H.G.	H.G. P.	6	120	102	..	..	..	85	85	3	1	..	940	..	..	..	..	..	..	..	940	..	..	..	292	10	3
692	Rutherglen	R.C.	9	778	779	126	265	258	..	649	8	6	3	1524	727	401	98	..	98	..	200	..	..	..	..	712	3	0
	SHETTLESTON § 67. (4824)																											
2846	Eastbank	P.	6	1243	1034	136	384	379	..	899	18	1	5	2668	1051	539	..	..	202	..	..	867	..	..	9	1040	7	0
2846 H.G.	Eastbank, H.G.	H.G. P.	6	176	91	..	..	..	70	70	4	..	..	614	169	25	..	..	9	..	..	346	..	64	..	274	11	10
4485	Garthamlock	P.	4	125	31	7	9	10	..	26	1	1	..	244	29	16	..	40	6	..	..	152	..	..	..	28	1	9
810	*Millerston Combination*	P.	4	250	180	35	65	47	8	155	4	1	..	570	156	83	..	30	31	..	..	268	..	..	2	181	7	9
761	Shettleston	P.	4	871	917	124	317	337	32	810	18	3	8	2271	975	476	..	..	178	7	..	629	..	..	5	989	12	6
2455	Tollcross	P.	4	880	753	110	244	263	62	679	14	2	4	2106	832	406	..	..	152	..	..	708	..	..	7	862	11	10
6467	Wellshot	P.	4	1476	1226	235	431	344	50	1060	25	1	6	2938	1099	548	..	..	205	..	..	1081	3	..	2	1320	6	10
1950	Cardowan, St. Joseph's	R.C.	6	284	277	42	93	108	3	246	3	2	..	640	259	142	86	..	53	..	126	..	17	..	..	273	10	6
2893	Eastmuir	R.C.	5	537	457	95	142	145	8	390	4	6	2	1182	595	316	79	..	118	..	..	..	26	..	..	448	17	9
	SHOTTS. (2167)																											
4241	Benhar	P.	4	560	380	83	108	111	11	318	3	4	4	962	356	185	..	..	69	..	..	324	26	..	1	363	2	10
3722	Cleland and Omoa	P.	4	593	426	80	150	120	36	395	6	3	1	1218	501	239	..	..	90	..	..	348	39	8	..	494	16	8
2341	Greenhill	P.	11	250	186	25	54	68	6	153	4	..	1	602	185	88	..	..	23	..	..	268	84	..	4	179	8	6
948	Greens	P.	6	63	17	7	6	2	..	15	1	..	..	89	88	10	..	..	4	..	..	40	1	..	..	80	2	6
611	Harthill	P.	4	539	409	104	113	105	10	332	8	1	1	909	388	203	..	..	76	..	..	219	10	2	11	371	5	8
4680	Northrigg	P.	2	107	56	12	15	18	..	45	1	1	..	184	50	29	..	40	..	..	..	64	2	..	..	48	6	0
221	Shotts	P.	4	232	218	86	71	66	3	176	4	1	..	593	190	104	..	..	39	..	..	249	10	..	1	194	12	0
1590	Cleland	R.C.	2	490	486	111	125	147	..	383	3	6	1	1041	391	223	54	..	..	..	343	..	19	..	11	411	6	9
	SPRINGBURN § 67. (2425)																											
3	Springburn	P.	6	999	923	187	308	342	19	806	15	2	7	2493	975	496	..	..	186	..	..	492	..	..	344	967	14	2

3 H.G.	Springburn, H.G.	H.G. P.	6	113	89	..	..	6	76	82	3	1	..	670	238	40	..	..	15	..	..	255	..	122	..	307	8	10
6301	Wellfield	P.	5	922	930	163	313	322	29	827	16	8	3	2568	993	500	..	..	187	..	..	570	..	..	318	993	0	2
	STONEHOUSE § 67. (739)																											
2879	Camnethan Street	P.	1	232	256	3	93	98	27	221	5	..	1	576	286	180	..	..	82	..	..	108	25	..	..	293	1	0
52	Greenside, Infant	P.	1	143	142	96	27	..	..	123	1	1	2	205	118	75	..	..	19	..	..	..	..	..	..	107	12	6
3627	*Sandford Joint*	P.	1	100	39	4	14	14	3	34	1	..	1	148	39	20	..	..	5	..	..	84	..	..	..	41	1	6
4538	Townhead	P.	1	230	221	4	79	102	..	185	3	2	1	581	229	104	..	..	97	..	..	178	21	22	..	213	3	0
	SYMINGTON. (64)																											
2212	Symington	P.	4	102	57	6	24	16	6	52	1	1	..	255	73	32	..	40	12	..	..	98	..	..	..	75	19	0
	WALSTON. (65)																											
2765	Walston	P.	3	108	71	13	19	26	8	66	1	1	..	219	111	46	..	..	17	..	..	46	..	..	..	96	9	0
	WANDELL and LAMINGTON. (59)																											
4208	Lamington	P.	4	74	36	4	11	12	5	32	1	..	..	169	51	18	..	..	7	..	..	98	..	..	1	58	8	6
4908	Female & Infant	..	4	32	19	8	4	4	..	16	1	..	..	57	12	..	9	..	..	..	..	..	..	..	..	15	12	0
	WISTON and ROBERTON. (80)																											
3694	Roberton	P.	4	60	33	3	9	13	3	28	1	..	..	187	55	19	..	..	7	..	..	57	..	..	..	50	6	3
4340	Wiston	P.	4	69	20	5	8	4	2	19	1	..	..	183	87	11	..	..	4	..	..	81	..	..	..	37	8	6
	TOTAL			232156	241349	37989	76717	32823	11396	208875	4252	644	989	699274	256392	123200	6327	1070	33789	1441	23226	225288	15442	8182	4788	968548	0	4
	LINLITHGOW.																											
	ABERCORN. (171)																											
539	Abercorn	P.	10	216	155	19	46	58	..	123	3	..	..	336	152	56	..	..	18	..	..	118	13	..	..	135	8	6
556	Abercorn, Girls	..	10	64	16	4	8	2	..	14	1	..	..	83	13	7	2	..	2	..	57	..	1	..	..	14	8	0
	BATHGATE (Town). (1485)																											
3681	*Bathgate*	P.	4	892	617	90	182	223	23	518	10	1	4	1769	609	301	..	..	118	..	..	745	..	..	..	627	18	11
4091	Bathgate	R.C.	4	500	449	94	140	152	..	386	2	4	2	739	351	215	54	..	81	..	23	..	30	..	..	420	12	0
3870	Bathgate Academy	..	6	980	1012	183	360	327	..	870	13	..	12	1633	995	524	151	..	197	277	..	..	..	..	..	1002	0	3
3870 H.G	Bathgate Academy, H.G.	..	6	254	128	..	..	1	112	113	5	..	..	1181	467	66	17	..	25	385	..	..	..	222	..	455	4	10
	BATHGATE (Landward). (1694)																											
3758	Armadale	P.	4	1245	1215	233	357	577	47	1014	20	4	6	2935	1218	612	..	..	229	..	..	872	..	..	4	1210	10	1
4692	Starlaw	P.	4	130	94	25	46	12	..	83	2	..	..	231	95	55	..	..	20	..	..	60	..	..	..	88	7	0
	BO'NESS and CARRIDEN § 67. (2540)																											
4696	Blackness	P.	2	62	57	4	31	15	..	50	1	1	..	178	52	33	..	..	10	..	..	82	..	..	..	66	8	0
47	Bo'ness	P.	2	640	739	124	261	228	32	645	12	1	4	1602	675	378	..	..	133	..	..	391	1	..	25	769	10	5
311	Bo'ness Academy	P.	6	123	84	..	..	77	..	77	4	..	1	417	107	58	..	..	19	..	..	233	..	..	..	93	18	9
311 H.G	Bo'ness Academy H.G.	H.G. P.	6	199	147	..	..	6	126	132	4	1	..	1179	552	76	..	..	31	65	..	250	..	206	..	539	4	5
4447	Bo'ness, Infant	P.	2	221	206	106	71	..	..	177	2	..	2	485	189	111	..	..	42	..	..	114	..	..	..	189	3	3
1694	Borrowstoun	P.	2	293	286	53	83	72	..	208	4	2	1	652	234	121	..	..	47	..	..	251	..	..	..	234	6	1
1093	Carriden	P.	2	455	448	..	149	195	51	395	8	1	..	1078	530	230	..	..	87	..	..	201	7	3	20	535	19	8
6528	*Grange	P.	2																									
3181	Grangepans	P.	2	290	266	131	87	3	..	221	4	1	..	528	237	139	..	..	52	..	..	82	..	..	18	223	12	3
989	Kinneil	P.	2	561	493	104	159	141	21	425	9	..	3	1184	504	269	..	..	95	..	..	290	..	..	25	498	9	9
6432	Bo'ness, St. Mary's	R.C.	2	200	176	44	50	52	6	152	1	2	1	580	171	63	21	..	89	..	382	..	..	..	..	172	12	0

* New School—Grant to run as from 1st September, 1907.

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools).	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from Annual Grant, 1905–1906.	Income of School Derived from Grant in Relief of Fees.	Income of School Derived from Aid Grant to Voluntary Schools.	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	Income of School Derived from General Aid Grant. Paid on Average Attendance.	Income of School Derived from Endowment.	Income of School Derived from Voluntary Contributions.	Income of School Derived from Rates.	Income of School Derived from School Fees and Books sold to Children.	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education.	Income of School Derived from Other Sources.	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	LINLITHGOW—*cont.*																											
	DALMENY (Burgh). (721)																											
4375	Dalmeny	P.	10	228	246	39	74	70	9	192	2	3	..	503	214	73	..	..	28	..	..	188	..	..	..	222	1	6
2401	South Queensferry	P.	10	399	415	65	128	145	9	347	3	2	..	1002	399	140	..	..	54	30	..	379	..	..	..	390	15	9
	ECCLESMACHAN. (151)																											
4605	*Craigbinning*	P.	3	72	41	14	16	1	..	31	1	..	..	98	35	21	..	..	8	..	..	34	..	..	..	30	19	9
2756	Ecclesmachan	P.	3	[illegible]	94	15	30	39	..	84	2	..	..	372	122	44	..	..	25	..	..	181	..	..	1	92	1	3
	KIRKLISTON. (889)																											
265	Kirkliston	P.	3	383	253	54	72	79	9	214	5	2	..	734	263	133	..	..	50	..	..	286	2	..	..	254	1	2
4733	Newbridge	P.	3	240	185	42	67	50	6	165	3	1	..	421	179	98	..	..	37	..	..	103	..	..	4	186	4	0
4732	Newhouses	P.	3	124	111	26	36	34	3	99	3	..	..	260	107	59	..	40	22	..	..	22	..	..	..	110	17	0
2654	Winchburgh	P.	4	536	376	71	125	123	18	337	8	1	..	913	403	202	..	..	76	..	..	210	..	..	22	408	8	11
6458	Winchburgh	R.C	6	216	119	40	30	34	..	104	1	1	1	231	109	66	15	..	23	..	13	..	6	..	..	108	12	6
	LINLITHGOW § 67. (1747)																											
2589	Bridgend	P.	1	452	340	76	117	99	6	298	5	2	2	888	314	171	..	..	41	..	..	346	15	..	1	346	2	5
3063	Linlithgow	P.	3	1051	816	144	277	249	35	705	15	1	3	2041	860	429	..	..	163	..	..	540	48	..	..	851	18	0
4693	St. Joseph's	R.C.	6	207	205	31	56	64	3	154	1	3	..	388	173	91	23	..	35	..	56	..	10	..	..	173	2	0
	LIVINGSTONE. (640)																											
3946	Blackburn	P.	4	312	282	35	75	93	14	223	4	2	2	670	274	139	..	..	52	..	..	204	..	..	..	267	12	3
2746	Livingstone	P.	4	177	[illegible]	30	49	44	6	129	2	1	..	475	170	96	..	30	36	..	..	144	..	..	..	148	18	0
6625	†Livingstone Station	P.	4																									
6425	Seafield	P.	4	143	119	44	50	11	..	105	1	2	..	236	98	58	..	30	22	..	..	28	..	..	..	105	6	3
	TORPHICHEN § 67. (751)																											
907	Blackbridge	P.	8	456	333	83	127	106	16	332	5	3	2	817	369	185	..	..	70	..	..	193	..	..	..	396	0	7
2671	Torphichen	P.	8	195	153	30	55	45	..	130	3	..	2	357	157	82	..	..	32	..	..	87	..	..	..	146	1	0
6489	Westfield	P.	8	150	138	28	44	50	..	122	1	2	1	324	127	70	..	20	26	..	..	71	..	..	..	133	17	6
4027	Woodend	P.	8	128	99	21	27	43	..	91	2	..	1	261	111	59	..	..	22	..	..	69	..	..	..	105	13	9
	UPHALL. (2865)																											
289	Broxburn	P.	2	1506	1565	315	508	459	109	1391	26	1	6	3334	1718	801	..	..	308	..	..	499	8	..	..	1767	8	2
3974	Uphall	P.	4	483	422	68	131	158	11	368	8	1	..	1187	401	186	..	..	77	..	..	572	2	..	..	427	18	4

6012	Uphall Works, Infant-	P.	4	123	45	31	6	..	..	40	1	..	..	124	37	14	..	..	8	..	..	65	..	..	..	88	16	6
229	Broxburn	R.C.	9	717	551	118	173	162	9	462	4	2	5	970	449	247	61	..	61	..	111	..	42	..	..	516	11	0
	WHITBURN § 67. (1551)																											
1378	East Benhar	P.	6	206	133	20	30	41	..	100	3	..	..	350	115	64	..	..	24	..	..	140	7	..	..	107	0	9
6454	Fauldhouse	P.	2	690	470	83	131	155	28	397	8	..	4	1151	510	245	..	..	98	..	..	291	18	..	..	495	18	11
860	Longridge	P.	10	147	102	18	82	84	6	90	2	..	2	286	119	87	..	..	14	..	..	115	..	..	..	113	9	0
6433	Stoneyburn	P.	4	200	113	26	52	43	3	124	3	..	2	393	145	106	..	..	29	..	..	96	16	..	..	145	4	9
2640	Whitburn	P.	4	536	515	102	165	144	18	429	8	2	5	1092	454	315	..	..	89	..	..	207	27	..	..	509	0	0
4854	Fauldhouse, St. John's	R.C.	9	149	143	32	39	36	..	107	1	1	..	235	111	61	16	..	16	..	29	..	2	..	..	98	9	6
	TOTAL			17665	15133	2927	4752	1558	736	12973	241	51	74	36972	15674	7617	340	130	2776	756	672	8761	250	431	119	15976	9	8
	NAIRN.																											
	ARDCLACH. (148)																											
4234	Campbell's	P.	4	70	25	1	8	7	5	21	1	..	..	167	52	16	..	..	..	67	..	33	..	..	..	45	6	3
4757	Dulsie	P.	4	42	11	2	5	3	..	10	p	..	..	58	27	7	..	..	..	..	..	24	..	..	..	25	14	9
3745	Ferness	P.	4	86	60	10	19	12	12	53	1	1	..	189	95	37	..	40	..	..	..	17	..	..	..	89	14	0
602	Fornighty	..	4	66	38	10	9	14	2	35	1	..	..	80	55	22	6	..	8	..	..	..	..	..	..	55	6	0
	AULDEARN. (283)																											
2966	Auldearn	P.	4	197	190	35	49	54	18	156	3	1	1	471	202	92	..	30	34	..	..	112	..	..	..	195	8	8
2817	Moyness	P.	4	77	35	11	10	9	..	30	1	1	..	164	44	19	..	40	7	..	..	54	..	..	..	41	6	9
	CAWDOR. (165)																											
3020	Cawdor	P.	4	186	151	20	43	52	18	133	2	2	..	372	170	79	..	..	29	..	..	94	..	..	..	172	5	6
1205	Clunas	P.	4	48	19	7	4	2	3	16	p	..	..	59	30	8	..	..	3	..	..	18	..	..	..	31	10	9
	NAIRN (Burgh) § 67. (729)																											
3307	Church Street	P.	3	402	433	73	128	133	39	373	8	1	3	961	519	227	..	..	85	..	..	129	..	..	..	482	14	6
360	Monitory	P.	3	470	381	77	112	93	12	204	5	2	5	781	344	182	..	..	68	6	..	182	..	..	..	348	8	11
2001	St. Mary's	R.C.	4	50	43	5	11	15	2	33	p	..	..	83	48	25	6	..	9	..	..	..	2	..	..	89	2	9
	NAIRN (Landward). (298)																											
331	Delnies	P.	4	188	98	15	29	28	15	87	2	..	..	175	109	54	..	..	20	..	..	..	..	..	..	84	8	9
1067	Geddes	P.	4	92	72	7	23	25	8	63	2	..	..	218	70	89	..	26	15	..	..	69	..	..	..	80	14	3
	TOTAL			1924	1546	278	450	447	134	1304	29	8	9	3777	1764	806	12	186	280	72	..	782	2	..	..	1691	6	5
	ORKNEY.																											
	CROSS and BURNESS § 67. (248)																											
708	*Burness*	P.	5	101	41	3	14	21	1	39	p	1	..	163	45	20	..	40	8	..	..	29	..	..	21	52	15	9
807	*Cross*	P.	5	60	30	1	12	9	4	26	1	..	..	181	57	17	..	..	7	..	..	79	..	..	21	54	8	9
2086	*North Ronaldshay*	P.	5	96	66	11	18	25	5	59	1	1	1	209	78	33	..	50	12	80	..	..	..	..	21	84	14	0
	EDAY § 67. (108)																											
4056	North	P.	5	90	28	3	12	8	1	24	p	..	..	104	39	13	..	..	5	..	..	48	..	..	..	42	9	0
4906	North Pharay Side	P.	5	25	14	2	5	5	..	12	p	..	..	72	33	8	..	..	3	..	..	28	..	..	..	23	8	3
2717	South	P.	5	90	45	4	16	14	5	38	1	..	2	167	70	25	..	..	9	30	..	31	..	..	1	70	12	6
	EVIE and RENDALL § 67. (161)																											
739	Costa	P.	5	65	37	5	13	13	..	31	1	..	..	99	52	18	..	..	7	..	..	23	..	..	..	58	0	0
3853	Evie	P.	5	89	67	7	23	23	7	60	1	1	..	127	89	87	..	..	14	..	..	..	..	..	..	87	0	8

† New School—Grant to run as from 1st October, 1906.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	NAME OF SCHOOL BOARD DISTRICT (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	NUMBER OF TEACHERS. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid at end of School Year 1906-1907.
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ORKNEY—*cont.*																									
	EVIE AND RENDALL—*cont.*																									
1174	Gairsay	P.	5	18	6	..	4	2	..	6	p	..	..	50	24	4	..	..	2	..	..	20	..	..	..	22 17 6
738	Rendall	P.	5	85	55	10	15	18	2	45	1	1	..	147	72	26	..	40	10	..	..	..	..	..	..	74 18 0
	FIRTH and STENNESS § 67. (245)																									
4366	Firth	P.	4	160	109	14	35	35	8	92	2	1	..	329	150	56	..	..	21	..	..	78	..	..	24	146 1 3
3849	Stenness	P.	4	121	85	15	22	29	6	72	2	1	..	234	113	46	..	..	17	..	..	41	..	..	18	113 9 9
	HARRAY and BIRSAY § 67. (322)																									
228	Birsay	P.	5	159	59	4	24	18	4	50	2	..	..	208	78	32	..	50	12	..	..	36	..	..	..	70 8 3
2097	*Dounby*	P.	5	122	74	3	27	26	2	58	1	1	1	203	86	41	..	30	16	..	..	30	..	..	..	107 12 0
3945	Harray	P.	5	132	64	2	14	29	9	54	2	..	..	200	51	32	..	50	12	..	..	25	..	..	..	74 6 6
3950	Hundland	P.	5	60	28	1	8	13	..	22	1	..	..	98	44	16	..	..	6	..	..	28	..	..	..	40 4 0
	HOLM § 67. (139)																									
4860	East	P.	4	60	33	5	11	12	..	28	1	..	..	85	28	13	..	..	5	..	..	38	..	..	..	36 3 6
1015	West	P.	4	147	82	8	23	28	9	68	2	..	1	240	120	40	..	..	15	8	..	57	..	..	..	116 11 0
	HOY and GRAEMSAY § 67. (108)																									
790	Graemsay	P.	5	51	26	2	7	11	2	22	1	..	..	92	56	17	..	..	7	..	..	12	..	..	..	46 12 3
1398	Hoy	P.	5	40	31	5	8	13	3	29	1	..	..	90	53	16	..	..	6	..	..	15	..	..	..	56 4 9
1387	Rackwick	P.	5	49	10	2	2	4	..	8	p	..	..	49	29	6	..	..	2	..	..	12	..	..	..	25 6 0
	KIRKWALL (Burgh) § 67. (609)																									
2409	*Kirkwall (Burgh)*	P.	6	722	581	110	221	186	..	517	9	2	9	1158	713	296	..	..	111	30	..	87	..	..	1	553 19 0
2409 H.G	Kirkwall (Burgh) H.G.	H.G. P.	6	422	120	..	..	..	104	104	4	1	..	979	436	65	..	..	25	30	..	210	8	160	..	476 8 10
	KIRKWALL (Landward) and ST. OLA. (126)																									
982	Scapa	P.	6	58	21	8	7	6	..	16	p	..	..	56	36	10	..	..	4	..	..	5	..	..	1	25 11 0
	LADY 67. (118)																									
3291	*Lady, Central*	P.	5	140	120	13	35	41	15	104	2	1	4	399	180	64	..	40	24	..	..	36	..	..	46	176 12 3
725	*Sellibister*	P.	5	106	28	2	9	12	1	24	1	1	..	169	51	10	..	40	6	..	..	29	..	..	27	40 14 3

	ORPHIR § 67. (188)																										
789	Kirbister	P.	4	85	58	4	18	21	6	49	2	..	1	191	92	33	..	50	12	..	..	4	..	..	..	87	7	6
721	Orphir	P.	4	106	84	9	24	26	11	70	2	1	..	223	128	49	..	..	18	16	..	13	..	..	..	120	1	2
	ROUSAY and EGILSHAY § 67. (139)																										
302	Egilshay	P.	6	50	21	2	6	9	2	19	1	..	..	86	42	11	..	..	4	25	..	4	..	..	..	42	6	9
191	Frotoft	P.	6	77	11	2	4	5	..	11	p	..	..	81	26	5	..	..	2	..	..	47	..	..	..	29	7	0
276	Sourin	P.	6	90	38	3	13	15	..	31	1	1	..	144	53	19	..	40	7	..	..	25	..	..	..	50	13	9
701	Veira	P.	6	30	14	1	6	6	..	13	p	..	..	64	33	8	..	..	3	..	..	19	..	..	..	32	1	6
2644	Wasbister	P.	6	68	24	4	5	9	2	20	1	..	..	89	47	12	..	..	5	..	..	25	..	..	..	43	7	6
	ST. ANDREW'S and DEERNESS § 67. (262)																										
758	Deerness	P.	4	155	86	7	27	19	18	71	2	1	1	311	147	48	..	..	18	2	..	96	..	..	..	133	8	3
4259	St. Andrew's	P.	4	109	63	6	17	21	10	54	1	1	..	199	102	34	..	..	13	3	..	48	..	..	..	93	10	3
698	Tankerness	P.	4	83	60	7	21	16	7	51	1	..	..	165	86	32	..	..	12	43	..	..	..	..	..	76	13	9
	SANDWICK. (179)																										
4308	North	P.	5	91	67	10	20	24	2	56	2	..	..	180	80	34	..	50	13	..	..	4	..	..	..	74	16	0
3353	South	P.	5	84	53	2	19	21	5	47	2	..	..	192	86	31	..	50	12	..	..	12	..	..	..	78	1	3
5421	Yesnaby	P.	5	20	19	..	4	5	..	9	p	..	..	54	30	7	..	..	2	..	..	15	..	..	..	27	0	9
	SHAPANSEY § 67. (115)																										
3954	Shapansey	P.	5	182	60	6	19	23	5	53	2	..	..	198	103	38	..	50	..	..	..	7	..	..	..	85	4	9
4073	Shapansey, North	P.	5	55	25	5	5	12	..	22	p	..	..	66	43	13	..	..	5	..	..	6	..	..	..	43	10	6
	SOUTH RONALDSHAY and BURRAY § 67. (529)																										
867	Burray	P.	5	178	128	10	33	53	12	108	3	..	1	389	172	68	..	..	26	35	..	88	..	..	..	149	11	6
713	Grimness	P.	5	91	24	4	8	9	..	21	1	..	..	84	32	10	..	..	4	1	..	37	..	..	..	37	1	9
1229	Hope	P.	5	185	122	22	33	32	21	108	4	..	1	362	202	67	..	40	25	50	..	..	3	..	3	191	3	0
281	Tomison's	P.	5	218	49	2	16	21	..	39	2	..	..	243	64	26	..	50	10	101	..	..	..	..	..	49	18	0
1547	Widewall	P.	5	110	76	4	20	31	7	62	2	..	1	240	108	47	..	30	18	2	..	35	..	..	..	102	9	3
	STROMNESS § 67. (415)																										
1161	Kirbuster	P.	5	65	38	2	9	16	4	31	1	1	..	124	63	22	..	40	8	..	..	..	..	..	..	60	17	6
2210	Stromness	P.	6	489	315	70	104	93	16	283	7	1	2	678	430	165	..	..	62	..	..	17	3	..	..	435	4	4
2210 H.G	Stromness, H.G.	H. G. P.	6	90	58	..	..	..	47	47	1	..	..	469	189	24	..	..	9	60	..	97	..	90	..	218	3	6
	STRONSAY § 67. (250)																										
570	Central	P.	5	180	130	8	33	58	13	107	3	..	2	358	199	68	..	..	25	40	..	24	..	..	2	206	10	4
1733	North, Female and Infant	P.	5	80	26	8	13	1	..	22	1	..	..	79	29	14	..	..	5	..	..	31	..	..	..	26	15	3
4367	South, Female	P	5	80	47	12	21	6	..	39	p	..	..	85	52	25	..	..	9	..	..	..	..	..	..	43	6	0
	WALLS and FLOTTA § 67. (221)																										
1567	Brims	P.	5	45	34	5	7	14	3	29	1	..	..	120	54	17	..	40	7	..	..	2	..	..	..	56	7	0
3616	Flotta	P.	5	94	52	5	15	16	6	42	1	1	..	159	73	28	..	40	10	..	..	8	..	..	..	64	9	6
3740	North Walls	P.	5	68	32	3	12	13	..	28	2	..	..	141	51	16	..	40	6	..	..	18	..	..	9	51	12	9
3640	South Walls	P.	5	123	61	3	17	24	6	50	1	1	1	202	92	32	..	40	12	..	..	26	..	..	..	94	15	6
	WESTRAY and PAPA WESTRAY. (402)																										
2749	East Side (Skelwick)	P.	6	90	64	7	22	20	5	54	1	1	1	170	94	25	..	40	14	2	..	..	..	..	..	88	0	0
551	Papa Westray	P.	6	80	37	5	10	14	5	34	1	..	1	114	54	13	..	..	8	1	..	39	..	..	..	60	3	6

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-19.7.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ORKNEY—*cont.*																									
	WESTRAY AND PAPA WESTRAY—*cont.*																									
503	Pierowall	P.	6	222	144	19	43	48	11	121	3	2	1	428	197	46	..	..	27	4	..	154	..	..	..	190 0 6
3783	West Side (Midbea)	P.	6	104	41	8	9	16	2	35	1	..	..	136	57	13	..	..	8	1	..	57	..	..	..	57 9 6
	TOTAL			7089	4012	500	1217	1313	414	3444	101	23	31	12753	6179	2067	..	940	781	512	..	1905	9	250	196	5894 13 8
	PEEBLES.																									
	DRUMELZIER (31)																									
3139	Drumelzier	P.	4	58	28	5	11	7	..	23	1	..	..	108	42	15	..	..	6	1	..	45	..	..	..	39 12 9
	EDDLESTON. (100)																									
224	Eddleston	P.	4	124	72	10	20	31	..	61	2	..	..	328	90	44	..	..	16	..	..	187	..	..	40	78 7 9
	INNERLEITHEN. (715)																									
3195	Innerleithen	P.	5	675	390	76	125	131	35	367	7	3	..	1038	411	207	..	..	78	..	..	338	5	..	..	449 12 9
1053	Leithenhope	P.	4	32	12	2	6	3	..	11	1	..	..	95	27	7	..	..	2	..	..	59	..	..	..	26 16 3
3500	Walkerburn	P.	5	345	235	44	71	90	14	219	4	2	..	904	239	122	..	..	46	..	..	497	..	..	..	241 12 6
	KILBUCHO, BROUGHTON, and GLENHOLM (114)																									
2858	Broughton, Central	P.	4	120	57	10	19	16	7	52	2	..	..	241	68	31	..	50	12	..	..	80	..	..	..	70 18 6
2828	Glenholm	P.	4	40	20	3	6	10	..	19	1	..	..	91	36	11	..	..	4	..	..	40	..	..	..	36 0 6
	KIRKURD. (49)																									
9	Kirkurd	P.	6	67	60	17	17	20	..	54	1	1	..	214	59	29	..	40	11	..	..	47	..	..	29	64 6 0
	LYNE § 67 (24)																									
109	Lyne	P.	4	70	47	7	16	14	.	37	1	..	..	137	52	22	..	..	16	..	..	35	..	..	12	52 14 0
	MANOR (53)																									
4388	Manor	P.	4	56	51	9	16	20	..	45	1	..	..	151	62	26	..	..	10	..	..	53	..	..	..	64 1 0

	NEWLANDS. (92)																										
2612	Lamancha	P.	6	99	57	9	12	27	..	48	1	1	..	206	66	29	..	40	11	..	..	59	..	..	..	64	16	0
179	Newlands	P.	6	59	34	12	11	7	..	30	2	..	..	201	51	21	..	50	5	..	..	71	..	..	..	44	10	0
	PEEBLES. (958)																										
2336	Peebles	P.	5	1116	350	161	236	272	72	741	16	2	2	2505	845	404	..	..	151	..	..	1035	39	..	31	954	18	4
	SKIRLING. (49)																										
6	Skirling	P.	4	88	42	8	10	14	..	41	2	..	..	220	54	23	..	50	9	..	..	88	..	..	..	59	5	0
	STOBO. (74)																										
4385	Stobo	P.	4	68	36	8	11	13	..	32	1	1	..	201	53	22	..	..	8	..	..	118	..	..	..	49	9	3
	TRAQUAIR. (123)																										
4322	Traquair	P.	4	104	71	10	24	21	8	63	1	1	..	265	70	85	..	40	13	..	..	104	..	..	..	79	14	9
1960	Kirkburn	..	4	62	24	2	9	10	..	21	1	..	..	88	44	17	11	..	..	..	17	..	..	..	..	36	16	0
4210	The Glen	..	4	38	20	2	8	8	..	18	1	..	..	88	36	12	3	..	5	..	33	..	..	..	..	33	12	0
	TWEEDSMUIR. (64)																										
121	Tweedsmuir	P.	6	80	31	3	0	14	..	26	1	..	..	194	59	26	..	..	10	..	..	100	..	..	..	50	18	0
	WEST LINTON. 181)																										
2348	West Linton	P.	6	112	102	19	28	32	11	90	3	..	..	472	128	57	..	40	21	10	..	187	..	16	12	119	1	0
2791	West Linton	E.	6	68	38	8	9	13	..	30	1	1	..	162	43	25	6	40	9	..	38	..	..	..	..	32	6	3
	TOTAL			3512	2266	425	683	773	147	2028	51	12	2	7909	2583	1186	20	350	446	11	89	3092	44	16	124	2649	8	7
	PERTH																										
	ABERDALGIE. (52)																										
2709	Aberdalgie	P.	4	101	31	5	11	10	..	26	1	..	..	100	45	17	..	..	6	..	..	32	..	..	..	43	4	0
	ABERFOYLE. (193)																										
348	Aberfoyle	P.	6	266	126	17	38	53	..	108	3	1	..	446	117	63	..	40	24	..	..	202	..	..	1	119	1	9
20	Kinlochard	P.	6	65	42	11	10	13	..	34	1	..	1	185	56	23	..	..	9	..	..	97	..	..	..	51	1	9
6123	Slate Quarries	P.	6	54	42	24	12	..	..	36	1	..	..	91	56	31	..	..	11	..	..	..	..	..	..	48	12	0
6520	*Home Hospital	..	6																									
	ABERNETHY. (234)																										
4379	Abernethy	P.	2	353	162	29	53	56	5	143	3	1	2	537	174	96	..	30	34	..	..	203	..	..	..	167	6	0
	ABERNYTE. (53)																										
2559	Abernyte	P.	5	92	89	20	30	22	7	79	2	1	..	253	94	47	..	40	18	..	..	53	..	..	..	93	17	6
	ALYTH. (571)																										
2242	Alyth	P.	3	618	477	74	146	173	26	419	9	..	3	1309	518	255	..	..	96	..	..	436	..	..	4	504	13	9
4281	Gauldswell	P.	4	48	22	2	9	8	..	19	1	..	..	73	39	13	..	..	5	..	..	10	..	..	..	35	19	3
2951	Alyth	E.	11	101	78	16	20	25	..	61	2	..	..	191	67	30	9	50	9	30	9	..	..	..	..	65	11	9
	AMULREE. (67)																										
2279	Amulree	P.	6	71	24	1	8	7	3	19	1	..	..	105	47	14	..	..	5	..	..	38	..	..	..	47	17	3
3913	Shian	P.	6	42	7	..	3	2	1	6	P	..	..	75	24	5	..	..	2	..	..	44	..	..	..	17	0	6
	ARDOCH. (161)																										
4400	Braco	P.	7	164	83	14	26	37	..	77	2	..	..	311	80	61	..	40	..	..	..	95	..	..	34	84	9	9
3442	Greenloaning	P.	7	75	31	4	10	13	..	27	1	..	..	150	35	27	..	..	..	..	..	88	..	..	..	27	18	0

* New School—Grant to run as from 1st April. 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools).	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from Annual Grant, 1905-1906.	Income of School Derived from Grant in Relief of Fees.	Income of School Derived from Aid Grant to Voluntary Schools.	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	Income of School Derived from General Aid Grant. Paid on Average Attendance.	Income of School Derived from Endowment.	Income of School Derived from Voluntary Contributions.	Income of School Derived from Rates.	Income of School Derived from School Fees and Books sold to Children.	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education.	Income of School Derived from Other Sources.	Annual Grant paid at end of School Year 1906-1907.		
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	PERTH—*cont.*																											
	Arngask. (111)																											
4061	Arngask	P.	4	164	125	21	42	37	6	106	2	1	..	307	119	92	..	40	23	2	..	59	..	..	2	126	1	9
	Auchterarder. (549)																											
2391	Aberuthven	P.	4	100	72	12	21	25	2	60	2	..	1	200	80	41	..	..	15	..	..	173	..	..	..	70	17	3
4016	Auchterarder	P.	11	580	444	72	119	163	17	371	9	1	1	1276	423	203	..	..	52	..	3	585	..	..	7	450	6	0
	Auchtergaven. (362)																											
3351	Auchtergaven	P	5	312	182	36	68	61	3	168	4	..	..	488	202	106	..	..	40	..	..	141	..	..	..	189	11	3
3497	*Stanley Combination*	P.	2	250	215	33	58	71	11	173	4	..	..	490	201	111	..	..	40	..	..	128	..	..	..	203	17	3
	Balquhidder. (119)																											
4188	Balquhidder	P.	3	65	39	5	10	13	5	33	2	..	..	266	61	29	..	40	8	11	..	116	.	10	..	58	3	9
2403	*Lochearnhead*	P.	3	78	55	5	18	20	5	48	1	1	..	226	87	36	..	40	14	..	..	59	..	..	..	77	12	0
4067	Strathyre	P.	3	50	15	2	5	1	5	13	1	..	..	85	20	7	..	..	8	..	..	47	..	..	..	29	6	0
	Bendochy. (82)																											
584	Bendochy	P.	4	75	45	11	11	17	3	42	1	..	..	155	66	25	..	..	9	..	..	55	..	..	..	64	8	3
	Blackford. (271)																											
74	Blackford	P.	7	230	129	20	40	44	..	104	2	2	..	436	120	66	..	20	25	..	..	205	..	..	..	102	12	2
4185	Gleneagles	P.	4	60	30	6	15	9	..	30	1	..	..	126	40	14	..	..	.	..	..	72	..	..	..	47	4	3
2609	Tullibardine	P.	4	104	75	11	24	30	..	65	2	..	..	219	74	41	..	40	..	..	..	64	..	..	..	71	6	6
	Blair Atholl. (240)																											
2390	Blair Atholl	P.	2	205	141	19	37	53	8	117	2	1	..	443	173	74	..	..	32	..	..	163	..	.	..	154	7	9
4280	Glenerochty	P.	6	32	22	2	9	10	..	21	1	..	..	93	37	9	..	..	5	..	..	42	..	..	..	37	13	6
4258	Glengarry	P.	6	29	24	4	7	10	..	21	1	..	..	85	35	7	..	..	4	..	..	39	..	..	..	37	2	6
4271	Pittagowan	P.	6	43	39	7	12	13	..	32	1	..	..	90	45	11	..	..	7	..	..	28	..	..	..	47	12	0
4274	Strathtummel	P.	6	48	21	1	5	6	3	15	1	..	..	92	39	7	..	..	4	..	..	43	..	..	..	36	1	0
	Blairgowrie. (696)																											
2778	Blairgowrie	P	6	726	610	102	199	221	..	522	10	1	2	1118	624	322	..	..	121	..	..	350	..	..	..	611	2	9

2778 H.G	Blairgowrie, H.G.		H.G. P.	6	157	65	..	..	..	56	56	8	..	..	508	218	34	..	..	13	..	..	236	..	8	..	214 16	7
2990	St. Stephen's		R.C.	11	176	91	20	22	42	..	84	1	1	..	219	86	47	12	..	12	..	57	..	8	..	..	91 10	6
	CALLANDER.	(317)																										
2463	Callander		P.	5	326	233	46	60	97	7	210	5	..	..	785	264	148	..	..	54	..	..	324	..	..	..	250 14	9
5659	¶McLaren, High (Elem.)		P.	5	35	63	6	17	30	..	53	2	..	..	180	50	26	..	50	10	..	..	..	86	..	..	53 17	9
	CAPUTH.	(166)																										
96	Spittalfield		P.	2	151	62	10	16	26	4	56	2	..	..	253	65	8	..	50	34	..	..	95	..	..	..	67 1	6
482	Wester Caputh		P.	2	79	45	9	14	16	1	40	1	1	..	174	41	6	..	..	24	..	..	103	..	..	..	44 13	0
3985	Meikleour		P.	4	105	18	3	6	7	..	16	1	..	..	110	31	11	..	..	4	..	..	69	..	..	..	27 9	3
	CARGILL.	(262)																										
2386	Burreltown		P.	4	180	142	22	41	56	6	125	3	..	..	336	152	77	..	..	29	..	..	78	..	..	..	145 7	6
3541	Newbigging		P.	4	125	86	13	27	31	4	75	1	1	..	257	101	46	..	..	17	..	..	93	..	..	..	98 4	3
	CLUNIE.	(120)																										
3026	Clunie		P.	4	141	82	6	25	32	8	71	2	1	..	280	101	47	..	..	18	..	..	115	..	..	..	96 1	6
	COLLACE.	(103)																										
2033	Collace		P	4	172	105	16	26	43	3	88	2	1	..	284	109	56	..	30	21	1	..	67	..	..	..	100 18	3
	COMRIE.	(311)																										
4466	Comrie		P.	1	268	226	37	74	67	13	191	4	1	..	590	224	119	..	..	29	17	..	200	..	..	..	205 6	6
282	Glenartney		P.	3	23	14	..	6	7	..	13	1	..	..	71	27	9	..	..	..	..	..	34	..	..	..	29 15	3
929	Glenlednock		P.	3	30	12	..	4	8	..	12	1	..	..	79	28	10	..	..	..	..	..	40	..	..	..	29 6	0
819	St. Fillan's		P.	3	64	41	6	12	15	3	36	1	..	1	154	64	33	..	..	..	..	..	57	..	..	..	61 2	3
	COUPAR ANGUS.	(458)																										
327	Coupar Angus		P.	2	652	476	86	135	154	40	415	9	..	2	1236	533	246	..	..	98	..	..	365	..	..	1	525 10	9
	CRIEFF.	(1080)																										
144	Crieff		P.	5	576	489	87	166	152	27	432	9	1	5	1231	506	250	..	..	94	..	..	382	..	..	..	580 12	9
4441	Innerpeffray		P.	3	56	19	4	6	6	..	16	1	..	..	61	27	7	..	..	..	10	..	17	..	..	..	81 4	0
4119	Monzie		P.	5	132	70	13	22	24	4	63	1	1	..	205	86	35	..	40	13	..	..	31	..	..	..	83 17	0
2264	Taylor's Institution		P.	5	308	176	85	56	57	5	153	4	1	1	582	165	91	..	30	34	..	..	261	..	..	..	167 16	6
4652	St. Columba's		E.	5	126	72	15	22	19	..	56	2	..	1	248	72	35	13	..	40	..	44	..	4	..	30	62 9	0
4787	St. Dominic's		R.C.	5	129	80	19	21	26	..	66	2	..	..	214	71	40	10	40	15	..	54	..	4	..	..	70 11	0
	DRON.	(40)																										
475	Dron		P.	3	62	63	13	20	21	1	55	1	1	..	174	57	31	..	40	11	..	..	35	..	..	..	60 12	9
	DULL.	(396)																										
3203	Aberfeldy		P.	6	430	280	59	93	106	..	258	5	1	1	637	195	160	..	..	60	..	..	221	..	..	..	270 11	11
3293 H.G	Aberfeldy, H.G.		H.G. P.	6	113	59	..	..	..	51	51	8	..	..	511	..	27	..	..	11	..	..	404	.	70	..	177 6	6
2493	Dull		P.	2	95	41	7	12	14	3	36	1	1	..	214	64	25	..	40	10	..	..	74	..	..	..	53 18	6
270	Foss		P.	6	44	17	2	9	4	1	16	1	..	..	89	34	11	..	..	4	32	..	8	..	..	..	33 14	6
4639	Styx		P.	3	28	20	4	6	5	4	19	1	..	..	93	41	12	..	..	5	..	..	36	..	..	..	41 10	0
	DUNBARNEY.	(170)																										
3426	Dunbarney		P.	1	186	137	21	42	47	10	120	2	1	1	385	165	74	..	..	19	..	..	127	..	..	1	158 17	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH.—*cont.*																									
	DUNBLANE and LECROPT. (633)																									
2120	Dunblane	P.	6	521	350	66	111	140	3	320	7	..	2	1078	379	136	..	..	75	6	..	478	..	..	3	855 19 6
3223	Kinbuck	P.	6	128	90	10	36	30	6	82	2	1	..	337	83	30	..	..	17	..	..	207	..	..	..	90 18 0
581	Lecropt	P.	2	136	72	13	16	35	..	64	2	..	..	316	77	37	..	..	16	..	..	182	..	..	5	70 9 3
2107	Dunblane, St. Mary's	E.	10	91	93	18	31	29	7	85	3	..	..	284	107	52	18	40	18	..	38	..	9	..	10	102 3 9
	DUNKELD and DOWALLY. (201)																									
3513	Butterston	P.	2	100	33	2	13	15	..	30	1	..	..	88	51	18	..	..	7	..	..	12	..	..	..	48 11 9
4163	Dowally	P.	2	107	40	9	13	14	..	36	1	..	..	97	47	21	..	..	8	..	..	22	..	..	..	49 0 6
3107	Dunkeld, Royal	P.	6	246	151	23	37	54	18	132	4	1	..	504	174	75	..	30	29	150	..	46	..	..	..	171 13 3
3107 H.G	*Dunkeld, Royal H.G.	H.G. P.	6																							
	DUNNING. (200)																									
2483	Dunning	P.	12	217	201	39	56	81	5	181	4	..	..	459	211	107	..	..	27	..	..	115	..	..	..	211 0 9
	ERROL (394)																									
4381	Errol	P.	5	200	148	29	55	40	8	132	4	..	..	485	156	80	..	..	30	..	..	207	13	..	..	159 18 3
3394	Glendoick	P.	5	130	85	21	28	23	1	73	1	1	..	229	70	39	..	40	15	..	..	65	..	..	..	79 9 0
2377	Errol, Female Industrial	..	5	183	122	28	34	37	6	115	3	..	1	237	131	68	17	..	26	..	7	..	..	..	18	133 19 3
	FINDO GASK. (61)																									
4047	Findo Gask	P.	4	99	66	10	21	22	3	56	1	1	..	178	68	31	..	40	12	..	..	27	..	..	..	76 10 6
	FORGANDENNY. (99)																									
4263	Forgandenny	P.	1	135	70	11	20	28	3	62	3	..	..	258	67	37	..	50	9	..	..	96	..	..	..	72 3 0
	FORTEVIOT. (113)																									
576	Forteviot	P.	1	83	65	13	18	25	2	58	1	1	..	250	80	36	..	40	9	..	..	85	..	..	..	75 14 9
23	Path of Condie	P.	5	64	38	10	9	13	..	32	1	..	..	114	51	20	..	..	8	..	..	34	..	..	..	49 2 3
	FORTINGALL. (85)																									
670	Fortingall	P.	6	100	66	9	21	21	7	58	1	..	..	253	84	40	..	..	15	..	..	113	..	..	2	88 7 0
	FOWLIS WESTER. (160)																									
2975	*Balgowan*	P.	1	84	70	5	19	22	5	51	2	..	..	222	56	34	..	50	9	..	..	44	..	..	.	82 15 0

371	Village	P.	1	114	52	9	16	15	3	48	1	1	..	232	54	24	..	..	5	..	..	148	..	..	..	65	12	3
3612	Buchanty Glenalmond Subscription	..	4	67	51	5	16	19	.	40	1	..	..	102	52	22	5	..	8	..	8	..	..	..	..	56	8	0
	GARTMORE. (115)																											
2804	Gartmore	P.	6	154	97	15	22	41	2	90	2	1	..	324	113	52	..	40	19	..	..	110	..	..	..	90	16	9
	GLENDEVON. (28)																											
963	Glendevon	P.	6	46	29	..	10	12	3	25	1	..	..	155	46	15	..	..	6	5	..	79	..	5	..	47	10	0
	INCHTURE. (98)																											
2428	Inchture	P.	5	185	109	20	35	26	11	92	2	1	..	347	125	61	..	40	23	..	..	99	..	..	..	116	0	6
	INNERWICK (Glenlyon). (40)																											
175	Meggernie	P.	6	48	26	3	8	8	3	22	1	..	..	176	51	23	..	..	9	..	..	92	..	..	..	44	19	0
	KENMORE. (283)																											
2615	Acharn	P.	3	117	96	17	32	24	7	80	1	2	..	296	84	27	..	..	15	..	..	171	..	..	..	105	14	0
441	Ardeonaig	P.	3	51	20	3	7	6	1	17	1	..	..	108	41	8	..	..	4	..	..	56	..	..	..	32	8	0
4155	Ardtalnaig	P.	3	84	13	2	4	6	..	12	p	..	..	72	29	5	..	..	3	..	..	36	..	..	..	28	4	6
421	Fearnan	P.	3	65	21	3	3	9	4	19	1	..	..	76	34	7	..	..	4	..	..	31	..	..	..	41	18	3
3222	Kiltyrie	P.	3	50	9	2	1	4	1	8		..	..	93	27	4	..	..	2	..	..	60	..	..	..	24	14	0
3259	Lawers	P.	3	82	27	2	8	13	..	28	1	..	..	104	47	10	..	..	6	..	..	41	..	..	..	40	16	9
	KILLIN. (246)																											
1826	Crianlarich	P.	3	74	70	9	23	24	3	59	1	1	..	201	84	36	..	40	14	..	..	27	..	..	..	83	16	6
433	Glendochart	P.	3	45	19	2	8	14	..	24	1	..	..	139	49	12	..	..	7	..	..	72	..	..	..	42	0	6
3216	Killin	P.	3	204	68	10	13	21	13	57	2	1	..	391	90	41	..	50	16	..	..	194	..	..	..	86	10	3
565	Strathfillan	P.	3	50	30	7	10	6	..	23	1	..	..	106	34	10	..	..	4	..	..	58	..	..	..	39	3	6
	KILMADOCK. (433)																											
3082	Deanston	P.	6	250	106	24	27	35	9	95	2	1	..	450	110	53	..	40	20	..	..	227	..	..	..	114	19	0
1182	Drumvaich	P.	6	40	16	1	7	5	1	14	1	..	..	66	30	8	..	..	3	..	..	24	..	..	..	30	11	0
4306	Kilmadock (Doune)	P.	6	324	198	48	64	61	9	182	3	1	2	520	208	107	..	..	40	..	..	165	..	..	..	210	18	9
	KILSPINDIE. (123)																											
260	Kilspindie	P.	5	112	72	11	24	28	..	68	2	..	..	223	73	42	..	..	16	..	..	92	..	..	..	69	13	0
	KINCARDINE. (260)																											
3403	Blair Drummond	P.	6	75	19	6	7	5	..	18	1	..	..	109	31	12	..	..	5	..	..	61	..	..	..	31	7	0
3676	Kincardine-in-Monteith	P.	6	141	61	12	12	30	..	54	2	..	..	234	65	35	..	50	13	..	..	71	..	..	..	60	13	6
4435	*Thornhill*	P.	6	157	98	13	27	38	..	78	2	1	..	290	104	53	..	40	20	..	..	73	..	..	..	86	17	0
	KINCLAVEN. (110)																											
4454	Kinclaven	P.	4	67	34	5	13	7	..	28	1	1	..	195	49	19	..	..	..	..	..	127	..	..	..	44	12	2
	KINFAUNS. (96)																											
4172	Kinfauns	P.	5	100	93	19	29	33	3	84	2	..	..	308	106	49	..	..	13	..	..	135	..	..	..	108	14	10
	KINLOCH-RANNOCH. (140)																											
1756	Auchtarsin	P.	6	29	9	1	5	2	..	8	1	1	..	122	29	7	..	10	8	..	..	73	..	..	..	23	13	0
6391	Georgetown	P.	6	44	20	4	7	7	..	18	1	..	..	225	45	18	..	..	7	..	..	156	..	..	..	59	1	9
3229	Kinloch-Rannoch	P.	6	80	43	2	9	22	2	35	1	1	..	227	101	21	..	50	..	..	30	25	..	..	..	79	9	0
	KINNAIRD. (47)																											
2382	Kinnaird	P.	5	121	48	6	14	15	5	40	2	..	..	233	63	26	..	50	10	17	..	68	..	..	..	60	15	3

* New School—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grants to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	PERTH—*cont.*																											
	KIRKMICHAEL. (115)																											
2230	*Ballintuim*	P.	6	63	37	7	11	15	..	33	1	..	..	141	47	18	..	..	7	..	..	59	..	10	..	50	18	9
451	Glenshee	P.	6	46	40	9	14	10	3	36	1	..	..	197	64	27	..	..	9	..	..	87	..	10	..	65	13	6
3522	Kirkmichael	P.	6	120	55	7	16	21	5	49	2	..	..	219	79	31	..	50	12	..	..	46	..	..	..	71	9	3
	LETHENDY and KINLOCH. (60)																											
3230	Kinloch	P.	4	95	52	5	20	13	..	38	1	..	..	186	80	22	..	..	8	..	..	117	..	..	..	41	8	9
	LITTLE DUNKELD. (232)																											
869	Balnaguard	P.	2	37	27	7	9	8	..	24	1	..	..	78	38	18	..	..	5	..	..	17	..	..	..	40	9	6
3557	Dalguise	P.	2	56	40	13	14	12	1	40	1	..	..	129	41	14	..	..	5	..	..	69	..	..	..	57	3	9
3505	Drumour	P.	2	67	21	1	6	7	1	15	1	..	..	101	38	12	..	..	5	..	..	47	..	..	..	34	4	9
2257	Little Dunkeld	P.	2	200	90	19	24	25	12	80	2	..	2	324	116	49	..	..	19	..	..	139	..	..	1	111	16	6
2889	*Murthly and Airntully*	P.	2	142	67	10	25	15	4	54	2	..	..	264	70	36	..	50	14	..	..	94	..	..	..	63	13	9
	LOGIE ALMOND. (105)																											
5302	Kinglands	P.	4	31	15	2	4	7	..	13	p	..	..	60	29	8	..	..	3	..	..	20	..	..	..	29	8	3
195	Logie Almond	P.	4	121	106	17	36	36	2	91	2	1	..	311	100	55	..	40	21	..	..	95	..	..	..	101	15	0
	LOGIERAIT. (249)																											
4063	Grandtully	P.	6	130	84	5	31	28	11	75	2	1	..	281	77	35	..	50	13	..	..	104	..	..	1	99	7	0
2311	Logierait	P.	2	227	119	12	29	45	11	97	2	1	..	445	122	56	..	40	..	..	..	226	..	..	1	122	18	3
1227	Grandtully Lady Stewart's	C.S.	6	48	14	6	4	3	..	13	p	..	..	68	23	5	1	..	1	..	37	..	..	..	..	28	5	3
	LONGFORGAN. (369)																											
104	Longforgan	P.	5	185	139	30	39	40	8	117	3	..	..	363	129	68	..	..	26	..	..	136	1	13	..	137	8	6
3070	Mylnefield	P.	5	196	162	25	61	56	..	142	3	1	..	499	160	87	..	30	33	..	..	158	13	13	6	154	11	6
	MADERTY. (73)																											
280	Maderty	P.	1	90	57	9	19	13	4	45	1	1	..	201	65	23	..	40	6	..	..	67	..	..	..	68	19	3
	MEIGLE. (196)																											
998	Ardler	P.	4	144	86	12	29	25	8	74	1	2	..	225	100	47	..	30	18	..	..	30	..	..	..	92	5	9

541	Meigle	P.	4	250	198	36	66	62	14	178	4	..	..	466	214	104	..	..	39	..	..	107	..	..	2	216	1	6
	METHVEN. (288)																											
3845	Almondbank	P.	1	151	84	14	26	24	5	69	2	..	..	237	86	45	..	..	11	..	..	96	..	..	..	81	11	0
2556	Methven	P.	1	257	136	31	43	41	3	118	2	2	..	403	133	69	..	..	17	..	..	184	..	..	..	182	16	3
	MONEYDIE. (42)																											
3689	Moneydie	P.	5	60	28	7	8	7	2	24	1	..	..	131	34	16	..	..	6	..	—	75	..	..	..	28	15	3
	MONZIEVAIRD and STROWAN. (88)																											
3303	Monzievaird and Strowan	P.	1	133	58	9	16	22	3	50	1	..	..	194	61	81	..	..	7	17	..	76	..	..	..	64	19	9
	MOULIN. (401)																											
2882	Pitlochry	P	6	562	383	65	151	115	..	334	8	1	2	875	367	198	..	..	74	..	..	236	..	..	..	378	19	3
2882 H.G	Pitlochry H.G.	H.G. P.	6	86	38	..	..	..	30	80	1	1	..	488	90	19	..	..	7	..	..	314	..	9	..	115	19	7
2332	Strathloch	P.	6	104	47	10	11	17	..	88	1	..	..	77	45	18	..	..	7	..	..	8	..	..	..	48	5	0
	MUCKART. (78)																											
546	Muckart	P.	6	136	63	13	22	15	7	57	2	..	..	236	72	32	..	50	12	12	..	47	..	10	1	80	13	3
	MUTHILL. (259)																											
1588	Blairnroar	P.	3	40	21	6	7	6	..	19	1	..	..	85	36	12	..	..	3	..	..	35	..	.	..	35	1	0
2901	Drummond Street	P.	1	232	184	31	57	60	10	158	4	..	..	445	184	105	..	..	24	..	2	128	..	..	2	185	8	6
	PERSIE. (77)																											
3902	Blackwater	P.	6	60	29	4	9	14	2	29	1	1	..	184	48	12	..	40	7	..	..	77	..	..	..	50	3	9
3914	*Drimmie Combination*	P.	6	58	6	1	3	2	..	6	p	..	..	56	23	2	..	..	2	..	..	30	..	..	..	21	2	0
2248	Strone of Callie	P.	6	86	27	7	6	7	3	23	2	..	..	195	45	9	..	50	5	..	..	86	..	..	..	45	5	6
	PERTH (Burgh). (5831)																											
4859	Caledonian Road	P.	12	1491	1280	200	373	364	173	1110	25	2	6	4027	1583	662	..	..	164	..	..	1511	15	..	92	1673	2	7
4406	Central District	P.	10	626	543	84	175	193	..	452	11	1	3	1541	501	172	..	..	66	..	..	797	3	..	3	512	12	9
2525	Cherrybank	P.	1	190	151	25	52	53	..	130	4	..	..	585	145	74	..	..	49	..	..	295	..	..	22	150	5	6
3324	Craigie (Western District)	P.	10	632	536	103	185	188	..	476	10	..	3	1492	559	177	..	..	72	..	..	677	4	..	4	538	19	6
3453	Kinnoull	P.	10	454	401	66	132	169	.	367	9	..	2	1251	414	143	..	..	54	..	..	615	4	..	20	418	16	4
2302	Northern District, (Balhousie)	P.	10	843	748	153	238	262	..	653	16	1	7	1880	752	260	..	..	100	..	..	766	..	..	2	754	2	0
2325	Southern District	P.	11	901	737	156	263	249	..	668	13	..	6	1756	745	395	..	..	98	..	..	515	3	..	..	761	0	4
3323	St. Ninian's	E.	10	305	198	34	61	75	..	170	3	1	2	480	198	103	26	..	26	33	80	..	17	..	..	189	3	9
2104	St. John's	R.C.	10	307	314	63	98	112	2	275	6	2	..	756	305	170	42	..	42	..	223	..	12	..	..	303	4	0
4736	¶Sharp's Institution (Lower Department)	..	4	340	242	32	89	82	..	203	6	..	..	614	247	..	35	..	50	..	..	..	286	..	..	231	11	9
	PERTH, EAST PARISH (Landward) (68)																											
3008	Craigend	P.	1	43	42	10	16	14	..	40	1	1	..	145	41	25	..	..	6	..	..	74	..	..	..	42	16	6
	PORT OF MONTEITH. (115)																											
706	Dykehead	P.	6	52	16	1	7	6	..	14	1	..	..	139	28	7	..	..	3	..	..	101	..	..	..	30	11	0
2225	Port of Monteith	P.	6	72	21	1	8	10	..	19	1	..	..	80	36	11	..	..	4	..	..	28	..	..	..	36	7	6
2900	Ruskie	P.	6	62	17	1	5	10	..	16	1	..	..	94	35	11	..	..	4	..	..	44	..	..	..	33	3	0
	RATTRAY § 67. (469)																											
3489	Rattray	P.	11	485	321	54	94	106	6	260	6	2	2	827	298	146	..	..	40	..	..	314	26	..	4	297	10	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-19 7.		
								Above 10.										General Aid Grant.										
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grants to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
														£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	PERTH—*contd.*																											
	REDGORTON. (243)																											
3868	Pitcairn Green	P.	5	120	84	14	25	31	4	74	1	1	..	190	91	46	..	..	17	..	..	36	..	..	..	86	5	9
762	Redgorton	P.	5	126	92	20	25	30	7	82	2	..	..	262	96	45	..	..	17	..	..	79	..	20	5	98	0	0
	RHYND. (39)																											
3927	Rhynd	P.	4	96	35	6	8	13	..	27	1	..	..	235	50	19	..	..	7	..	..	158	..	..	..	44	8	9
	ST. MADOES. (51)																											
45	St. Madoes	P.	5	120	101	25	37	28	3	93	3	..	..	313	104	55	..	40	20	..	..	94	..	..	..	104	13	0
	ST. MARTIN'S. (180)																											
3411	*Balbeggie*	P.	5	146	104	17	31	36	3	87	2	1	..	305	113	59	..	40	23	..	..	69	..	..	2	100	11	0
4024	Guildtown	P.	5	132	93	20	27	31	4	82	2	..	..	228	95	47	..	..	18	..	..	67	..	..	2	103	16	9
	SCONE. (422)																											
380	New Scone	P.	12	381	311	50	104	88	25	276	6	1	..	562	310	164	..	..	40	..	..	345	3	..	..	334	17	0
561	Stormontfield	P.	5	59	44	12	16	12	..	40	1	1	..	137	58	24	..	40	9	..	..	5	1	..	..	57	5	0
	TENANDRY. (46)																											
2460	Aldgirnaig, G.A.	C.S.	2	68	46	9	8	18	3	38	2	..	..	178	58	24	5	50	..	..	35	..	..	..	..	53	11	6
372	Glenfincastle	..	6	75	16	2	5	7	2	16	1	..	..	82	31	9	2	..	8	..	37	..	..	..	..	35	9	9
	TIBBERMORE. (368)																											
3611	Ruthvenfield	P.	5	218	76	10	26	21	5	62	2	1	..	300	82	42	..	40	16	..	..	121	..	..	..	74	7	9
770	Tibbermore	P.	5	152	67	14	20	17	3	54	1	..	..	217	57	30	..	..	11	..	..	119	..	..	..	61	15	9
4059	Tulloch	..	1	230	99	18	31	40	4	93	3	..	..	525	110	55	16	40	15	..	270	..	19	..	..	110	14	4
	TRINITY GASK. (59)																											
3389	Trinity Gask	P.	4	75	46	3	17	19	..	39	1	1	..	185	61	25	..	40	9	..	..	51	..	..	..	59	0	3
	TROSSACHS. (63)																											
4347	Trossachs	P.	5	96	44	1	15	22	..	38	1	..	..	210	60	25	..	..	9	..	..	117	..	..	..	59	18	0
	WEEM. (59)																											
6427	Weem Central	P.	6	64	22	5	6	8	1	20	1	..	..	180	43	14	..	40	5	..	..	28	..	..	..	36	12	9
	TOTAL.			28068	19466	2888	6061	6585	909	16928	430	60	62	60266	21850	9558	207	2200	3331	342	988	21465	580	177	282	21602	4	1

	RENFREW																											
	CATHCART (4836)																											
6585	*Battlefield	P.	6																									
3018	Cathcart	P.	2	841	733	56	248	279	10	623	13	2	8	2155	713	380	..	..	..	..	..	1062	..	..	..	748	8	10
3418	Langside	P.	10	1200	670	118	212	216	36	582	16	1	8	1910	595	286	..	..	71	..	..	958	..	..	..	725	13	7
6008	Mount Florida	P.	2	1275	1171	149	359	454	23	985	20	2	1	3232	1180	686	..	..	..	..	..	1416	..	..	..	1207	8	5
540	Queen's Park	P.	6	928	1438	152	450	587	27	1216	25	1	2	3670	1446	470	..	..	261	..	..	1488	..	..	5	1481	10	8
540 H.G.	Queen's Park, H.G.	H.G. P.	6	781	348	..	..	3	296	299	11	1	..	3378	1174	112	..	..	67	..	..	1598	..	482	..	1219	5	10
1878	Busby St. Joseph	R.C.	1	162	104	16	23	52	..	91	1	..	..	328	104	60	13	..	14	..	124	..	13	..	..	101	16	8
	EAGLESHAM. (183)																											
2278	Eaglesham	P.	2	220	150	14	56	64	..	134	2	1	..	474	138	70	..	..	28	50	..	188	..	..	..	150	18	0
	EASTWOOD. (3578)																											
6485	Giffnock	P.	2	104	46	15	19	4	..	88	1	1	..	171	84	19	..	..	—	..	..	117	..	..	..	39	19	9
3098	Pollok, Academy	P.	2	884	803	128	286	272	35	721	15	8	..	2184	968	427	..	..	..	..	..	838	50	..	..	880	17	2
3282	Pollokshaws, Sir John Maxwell's	P.	1	565	454	65	159	188	..	412	7	3	..	1215	455	242	..	..	60	..	..	417	41	..	..	462	7	4
4807	Shawlands Academy	P.	6	1319	1273	171	394	514	26	1105	22	3	4	3499	1408	711	..	..	261	..	..	541	281	..	..	1353	11	10
4807 H.G.	Shawlands Academy, H.G.	H.G P.	6	304	227	..	..	2	204	216	9	..	..	1764	790	120	..	..	45	..	..	574	..	235	..	888	4	6
3384	Thornliebank	P.	11	639	531	84	167	191	27	469	11	1	2	1510	589	188	..	..	72	..	..	646	22	..	1	569	10	10
2276	Pollokshaws, St. Conval's	R.C.	2	748	615	106	212	196	23	537	8	6	5	1422	579	301	74	..	..	..	433	..	36	..	..	6[illegible]8	13	5
	ERSKINE. (269)																											
446	Erskine	P.	1	205	144	17	48	45	5	115	3	1	..	543	156	77	..	..	19	..	..	288	..	..	3	135	8	10
3982	Undercraig	P.	11	111	59	24	23	..	..	47	1	1	1	296	74	33	..	..	48	..	..	136	..	..	5	66	15	5
	GOUROCK. (1043)																											
2102	Central	P.	11	517	578	93	179	198	40	505	10	2	6	1669	639	313	..	..	75	..	..	642	..	..	..	639	12	9
436	Eastern	P.	11	374	302	51	97	90	26	264	7	..	3	967	325	153	..	..	38	..	..	451	..	..	..	245	14	4
1951	St. Ninian's	R.C.	9	318	120	24	37	38	..	99	1	2	1	286	121	42	15	..	15	..	60	..	13	..	..	109	0	0
	GREENOCK (Burgh). (12447)																											
6117	Ardgowan	P.	2	1028	1017	167	319	393	23	902	16	1	5	2329	1064	571	..	..	..	..	..	664	..	..	31	1090	17	10
1342	Belville Place	P.	2	758	764	119	260	275	32	636	12	2	7	2083	829	395	..	..	..	..	..	787	..	..	22	856	10	11
4508	East	P.	2	280	131	64	53	..	..	117	2	1	..	334	55	81	..	..	..	..	..	194	..	..	4	117	15	6
1638	Glebe	P.	2	829	858	117	278	327	25	747	14	..	2	2175	847	443	..	..	..	..	..	346	..	..	38	897	18	5
4786	Glebe, Oral for the Deaf	P.	2	..	..	1	5	4	5	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	113	6	3
2147	Highlanders' Academy	P.	10	1015	1079	181	369	356	30	936	16	..	6	2457	1115	394	..	..	140	5	..	767	..	..	36	1121	0	5
2528	Hillend	P.	9	902	623	100	224	196	23	543	8	2	4	1589	539	273	..	..	66	..	..	690	..	..	20	657	17	10
2131	Holmscroft	P.	6	1382	1489	212	445	577	90	1324	27	..	17	3460	1817	531	..	..	295	..	..	764	..	..	53	1800	1	0
2131 H.G.	Holmscroft, H.G.	H.G. P.	6	614	466	..	..	4	415	419	15	..	..	3694	1813	154	..	..	92	8	..	1249	..	379	..	1876	17	4
1422	Mearns Street	P	2	795	849	118	316	280	47	761	13	2	4	2288	928	451	..	..	..	..	..	881	..	..	29	941	6	10
4142	St. Andrew's Square	P.	9	494	520	103	186	189	..	478	8	..	4	1261	522	283	..	..	70	..	..	364	..	..	22	530	1	4
1539	Shaw Street	P.	2	708	682	81	222	282	..	585	10	..	6	1587	680	353	..	..	..	..	..	533	..	..	21	688	17	9
3182	West Greenock, St. John's (*now closed*)	E.	2	165	176	31	61	65	..	157	1	2	2	316	177	97	24	..	..	..	23	..	13	..	..	175	13	8
2520	Cartsdyke, St. Lawrence	R.C.	10	860	1004	255	288	332	..	875	12	4	8	1946	969	565	136	..	136	..	101	..	40	..	..	942	7	0
2560	St. Mary's	R.C.	10	1720	1711	423	427	578	15	1443	24	4	2	3270	1430	814	194	..	194	..	592	..	46	..	..	1596	11	6
	GREENOCK, EAST PARISH (Landward) and PORT GLASGOW (Landward). (460)																											
1571	Ladyburn	P.	11	556	382	69	126	109	33	337	7	..	3	1097	444	207	..	..	52	..	..	391	..	..	2	441	10	4

* New School—Grant to run as from 1st September, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School.	Income of School Derived from Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid at end of School Year 1906-1907.
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	RENFREW—*contd.*																									
	HOUSTON & KILLELLAN. (350)																									
3192	Houston	P.	2	289	125	19	41	49	..	109	2	2	..	479	124	65	..	..	46	..	..	239	..	..	5	120 17 3
37	Houston, St. Fillan's	R.C.	2	85	98	22	34	35	..	91	1	1	..	201	85	51	13	..	..	..	48	..	9	..	..	95 16 7
	INCHINNAN (116)																									
2547	Inchinnan	P.	3	135	71	18	22	20	..	60	2	..	..	296	61	36	..	50	14	..	..	136	..	..	..	60 4 0
	INVERKIP. (121)																									
438	Inverkip	P.	3	229	107	20	33	38	5	96	2	..	1	355	106	55	..	40	20	..	..	131	..	..	3	111 2 0
	KILBARCHAN. (1399)																									
6260	Bridge of Weir	P.	2	324	297	47	76	93	29	245	5	4	..	941	376	161	..	..	65	..	..	340	..	..	..	329 2 0
2725	Kilbarchan	P.	2	638	507	79	147	155	58	439	7	4	..	1250	623	280	..	..	104	..	..	243	..	..	..	618 11 0
3270	Linwood	P.	2	315	194	36	60	62	6	164	2	3	..	575	204	107	..	..	38	..	..	217	..	..	9	197 16 10
3105	Linwood	R.C.	1	263	186	38	54	61	..	153	1	2	1	333	160	91	23	..	23	..	27	..	8	..	..	167 3 9
	KILMACOLM. (1567)																									
2744	Kilmacolm	P.	1	488	382	59	119	142	22	342	6	4	..	1401	420	213	..	..	51	..	..	727	..	..	..	420 7 8
4350	West Side	P.	1	67	34	5	18	8	..	31	1	1	..	97	35	15	..	..	3	..	..	44	..	..	..	43 7 0
6461	Orphan Homes of Scotland	..	1	1029	952	108	300	475	17	900	15	3	3	2170	1068	552	140	..	139	..	..	..	..	..	21	982 17 9
	LEVERN. (661)																									
4305	Levern	P.	10	359	236	61	81	91	..	233	4	1	1	685	252	140	..	..	35	..	..	199	..	..	10	252 10 9
4582	Nitshill	R.C	10	123	127	28	37	45	..	110	1	1	1	349	123	68	17	..	17	..	123	..	7	..	..	123 8 3
	LOCHWINNOCH. (813)																									
4053	Glenhead	P.	12	60	27	2	9	8	3	22	1	..	..	90	26	8	..	..	3	..	..	59	..	..	..	24 10 9
3378	Howwood	P.	12	275	204	31	60	79	..	170	3	..	2	463	200	114	..	..	27	..	..	123	..	..	..	193 15 3
3463	Lochwinnoch	P.	12	540	298	..	100	148	19	267	5	1	2	943	360	178	..	..	43	..	..	361	..	..	..	343 11 10
3464	Macdowall	P.	12	164	118	57	36	..	..	93	2	..	..	245	90	49	..	..	13	..	..	93	..	..	..	93 6 0
	MEARNS. (655)																									
2585	*Busby District*	P.	1	540	374	55	129	113	15	312	7	1	2	1231	356	185	..	..	47	..	..	637	6	..	..	377 15 5
2053	Loganswell	P.	1	37	22	4	9	5	..	18	1	..	..	92	37	13	..	..	3	..	..	37	2	..	..	34 4 3
3257	Mearns	P.	1	409	322	37	117	119	15	288	5	1	2	1021	357	166	..	..	42	..	..	432	25	..	..	360 5 7

	NEILSTON § 67. (2821)																											
4092	Barrhead	P.	8	830	400	82	133	154	24	443	8	2	4	1378	536	963	..	..	95	..	..	484	..	..	..	754	6	6*
4092 H.G.	Barrhead, H.G.	H.G. P.	6	220	107	..	..	5	96	100	4	1	..	438	..	..	..	..	..	..	..	378	..	60	..	161	2	0
4235	Cross Arthurlie	P.	2	774	700	132	257	237	18	644	9	7	1	1736	756	885	..	..	143	..	..	452	..	..	..	771	6	1
2075	Grahamston	P.	2	579	550	96	175	176	41	488	8	1	4	1706	620	289	..	..	108	..	..	569	..	120	..	608	19	0
2166	Neilston	P.	2	671	469	92	144	171	13	420	6	3	1	1299	463	219	..	..	89	..	..	498	..	..	..	501	8	9
2642	*Uplawmoor*	P.	2	175	85	12	34	28	2	76	1	1	..	344	92	47	..	40	18	..	..	148	..	..	..	87	18	1
2842	Barrhead	R.C.	1	592	532	105	156	190	3	454	6	2	3	1121	478	265	63	..	65	..	216	..	33	..	..	483	1	2
2696	St. Thomas	R.C.	9	246	217	58	59	84	..	196	8	1	1	498	210	113	28	..	28	..	95	..	24	..	..	209	7	6
	PAISLEY (Burgh) § 67. (15860)																											
6424	Abercorn	P.	3	1462	853	122	284	337	45	788	14	..	4	2497	1035	492	..	..	..	5	..	819	..	..	146	993	8	1
4625	Camphill	P.	6	1977	1653	218	544	741	..	1503	27	..	7	3843	1781	921	..	..	345	8	..	502	..	..	285	1728	9	0
4625 H.G.	Camphill, H.G.	H.G. P.	6	367	284	..	..	9	210	219	8	..	..	1631	733	115	..	..	43	4	..	490	..	225	30	851	14	8
3479	Carbrook Street	P.	1	879	737	104	228	264	80	676	16	..	3	2012	954	440	..	..	104	7	..	385	..	..	123	944	3	9
1344	East	P.	1	700	770	123	293	278	..	699	13	..	2	1922	788	416	..	..	103	2	..	491	..	..	122	815	14	6
1062	Ferguslie	P.	3	700	737	111	269	288	..	668	13	..	4	1649	777	409	..	..	..	..	..	339	..	..	124	762	8	11
1977	Mossvale	P.	3	1189	845	111	245	328	43	727	15	..	5	2539	995	466	..	..	..	1	..	939	..	..	138	933	7	7
1388	North	P.	3	700	740	136	265	263	..	604	12	..	5	1699	726	386	..	..	..	4	..	466	..	..	116	755	19	4
6207	Oakshaw	P.	6	707	716	100	247	307	..	654	10	..	4	1704	765	380	..	..	143	4	..	296	..	..	115	775	1	10
5304	Oakshaw, Deaf Mutes	P.	3	..	..	..	5	10	..	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	89	5	0
1389	South	P.	3	1533	1574	227	526	558	110	1423	27	..	8	3607	1846	881	..	..	..	9	..	609	..	..	262	1842	18	10
1390	West	P.	1	700	593	84	211	249	..	544	11	..	4	2003	665	884	..	..	87	2	..	814	..	..	103	626	9	11
4916	Williamsburgh	P.	1	1257	1271	183	418	489	94	1174	21	..	7	3053	1536	703	..	..	173	12	..	423	..	..	206	1581	2	7
1687	St. Catherine's	R.C.	6	602	564	125	155	192	..	472	7	7	..	1047	374	294	73	..	110	..	162	..	34	..	..	473	4	9
6196	St. Charles'	R.C	3	487	400	79	122	111	19	331	3	6	3	956	367	191	48	..	72	..	268	..	11	..	..	396	15	0
6422	St. James'	R.C.	1	518	556	102	227	128	..	457	4	9	1	1088	522	314	62	..	72	..	100	..	18	..	..	492	6	6
6516 H.G.	¶St. Margaret's, H.G.	H.G. R.C.	6	143	61	..	..	..	51	51	1	2	..	575	..	..	6	..	9	..	..	..	29	68	..	111	0	2
4267	St. Mary's	R.C.	1	847	855	141	259	307	21	728	9	9	2	1739	824	454	106	..	110	..	232	..	13	..	..	863	10	3
3808	St. Mirin's	R.C.	1	465	234	..	6	195	10	211	2	4	..	609	268	147	36	..	37	..	112	..	10	..	..	267	0	3
2048	Ferguslie, Half-time	..	10	449	234	50	75	92	..	217	4	1	..	653	214	116	29	..	29	..	244	..	22	..	..	240	6	0
3654	¶John Neilson Institution	..	6	866	658	104	219	288	..	611	9	2	7	1807	703	..	92	..	136	43	..	..	833	..	..	725	4	3
3654 H.G.	¶John Neilson Institution, H.G.	..	6	352	191	..	..	3	177	180	5	2	..	1262	530	..	26	..	40	..	..	..	420	250	..	634	3	0
	PAISLEY (Landward). (3491)																											
3317	Cardonald	P.	11	344	298	71	117	58	7	253	4	2	..	736	280	156	..	..	38	..	..	262	..	..	..	283	4	11
2243	Elderslie, Wallace	P.	12	494	393	55	136	128	21	340	7	3	..	1037	430	222	..	..	54	..	..	332	..	..	..	415	5	10
2757	Inkerman	P.	10	280	136	32	44	36	5	117	2	2	..	482	136	74	..	30	18	..	..	175	..	..	..	131	7	0
1627	Johnstone	P.	6	1490	1452	194	493	526	91	1304	26	5	5	3536	1683	927	..	..	218	..	..	682	..	..	26	2500	4	0‡
1627 H.G.	†Johnstone, H.G.	S.G. P.	6																									
6497	Johnstone Leigh Cartside	P.	1	220	181	92	61	2	..	155	2	2	..	367	..	..	..	..	..	..	..	367	..	..	..	159	4	6
1732	Nethercraigs	P.	11	142	100	18	33	37	6	94	2	1	..	407	124	63	..	40	15	..	..	164	..	..	..	112	18	4
3901	Johnstone, St Margaret's	R.C.	1	585	602	97	189	214	8	508	7	8	5	1145	594	322	76	..	79	..	40	..	35	..	..	591	4	9
	PORT GLASGOW (Burgh) (3339)																											
1585	Chapelton	P.	10	475	489	81	165	192	..	438	9	2	2	1286	491	260	..	..	64	..	..	472	..	..	..	503	6	4
4221	Clune Park	P.	10	635	677	97	226	270	..	593	13	2	3	1821	672	303	..	..	90	..	..	696	..	..	..	672	19	0
4554	Jean Street	P.	6	1039	938	124	317	379	..	820	21	..	3	2513	584	513	..	..	105	..	..	1220	..	..	1	932	9	10
4554 H.G.	Jean Street, H.G.	H G. P.	6	184	136	..	..	2	115	117	5	..	..	703	210	51	..	..	19	35	..	298	..	90	..	289	14	0
2119	St. John's	R.C.	12	983	1124	173	333	377	31	914	14	3	3	2034	1004	..	..	..	137	..	877	..	16	..	..	1005	13	6

* Grant for 16 months.

† New School—Grant to run as from 1st August, 1907.

‡ Grant for 18 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools.)	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79).	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Income of School Derived from Grant in Relief of Fees. £	Income of School Derived from Aid Grant to Voluntary Schools. £	Income of School Derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	Income of School Derived from General Aid Grant. Paid on Average Attendance. £	Income of School Derived from Endowment. £	Income of School Derived from Voluntary Contributions. £	Income of School Derived from Rates. £	Income of School Derived from School Fees and Books sold to Children. £	Income of School Derived from Grants from Local Authorities for Secondary and Technical Education. £	Income of School Derived from Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	RENFREW—*cont.*																									
	Renfrew (Burgh) § 67. (1847)																									
4178	Blythswood Testimonial	P.	12	1251	1272	278	880	420	55	1133	23	2	13	3237	1339	704	..	..	167	224	..	714	89	..	..	1340 6 0
	Renfrew (Landward) § 67. (1636)																									
3475	*Oswald*	P.	1	200	167	40	56	53	5	154	2	2	..	377	158	93	..	20	22	..	..	71	..	..	14	165 1 6
6007	Moorpark	P.	12	979	737	150	249	231	39	669	18	8	8	1954	777	408	..	..	95	..	5	589	..	..	80	822 1 11
1577	Scotstoun	P.	12	1183	1186	224	398	369	49	1040	20	4	7	2719	1205	645	..	..	153	..	..	571	10	..	134	1262 17 9
1586	Yoker	P.	12	432	421	74	131	129	35	369	8	1	12	1381	471	227	..	..	54	..	..	536	..	..	94	496 6 5
1581	St. James'	R.C.	12	365	227	60	73	71	..	204	4	1	..	565	178	121	28	..	28	..	203	..	8	..	..	216 15 9
	Skelmorlie (*See* Ayrshire.)																									
	Total			62229	54411	8632	17044	19077	3218	47971	899	176	252	146341	59571	27005	1320	220	6458	423	4099	40047	2218	1859	2459	62924 18 11
	ROSS AND CROMARTY.																									
	Alness. (167)																									
3525	Alness	P.	2	147	112	19	30	37	11	97	2	1	..	306	144	58	..	40	23	..	..	40	..	..	..	140 2 9
61	Boath	P.	5	70	27	2	5	15	..	22	1	..	..	86	43	13	..	..	5	..	..	20	..	..	..	48 15 9
1189	Glenglass	P.	2	52	20	3	7	8	..	18	1	..	..	87	36	10	..	..	4	..	..	37	..	..	..	40 17 6
	Applecross § 67. (310)																									
1891	Aligin	P.	5	68	35	2	14	10	4	30	1	..	..	124	61	19	..	10	7	..	..	26	..	..	..	59 11 6
4058	Applecross	P.	5	154	65	3	9	24	7	48	1	1	..	190	57	33	..	50	12	..	..	8	..	..	..	66 10 9
4134	Arinacrinachd	P.	5	50	32	5	11	8	3	27	1	..	..	112	64	23	..	10	9	..	..	6	..	..	..	57 10 6
1416	Callakille	P.	5	30	13	3	2	6	..	11	1	..	..	112	58	18	..	10	7	..	..	19	..	..	..	55 1 0
4815	*Dibaig*	P.	5	60	19	1	4	10	..	15	1	..	..	92	36	10	..	..	4	..	..	48	..	..	..	35 1 6
2779	Shieldaig	P.	5	50	48	4	12	19	8	43	1	..	..	100	72	24	..	..	9	..	..	..	..	..	..	81 18 9
1609	Torridon	P.	5	44	41	5	16	11	6	33	1	..	..	126	64	22	..	40	8	..	..	.	..	..	..	71 3 3
	Avoch § 67. (391)																									
4319	Avoch	P.	2	252	230	41	76	74	4	195	3	2	2	509	274	121	..	..	46	..	..	63	..	.	4	302 14 8
3996	Killen	P	2	84	24	4	9	8	1	22	2	..	..	145	55	15	..	40	6	..	..	29	..	..	..	44 9 6
4672	Avoch, Mackenzie Foundation	E	2	110	116	18	29	42	4	98	1	2	1	340	187	64	14	30	..	71	12	..	..	..	6	123 2 0

	BARVAS 67. (1430)																											
1620	Airidh-an-tuim	P.	2	170	211	25	59	77	2	163	1	2	3	870	201	94	..	..	..	..	..	75	..	..	..	191	1	9
1643	Barvas	P.	2	155	111	18	28	40	8	89	1	1	2	849	124	46	..	..	..	..	..	179	..	..	..	126	0	0
1689	Bragar	P.	2	240	198	31	66	66	10	173	1	3	1	486	231	106	..	..	..	..	..	150	..	..	..	235	7	8
1816	Cross	P.	2	245	217	25	57	73	3	158	2	1	3	507	214	110	..	..	..	..	..	183	..	..	..	202	1	3
1841	Lionel	P.	2	476	345	43	107	180	9	289	2	3	4	604	389	172	..	..	..	..	..	43	..	..	..	272	5	6
1942	Shawbost	P.	2	205	153	24	42	53	6	125	1	2	..	437	150	75	..	..	..	..	..	212	..	..	..	163	16	5
4865	Skigersta	P.	2	33	38	13	13	2	..	28	p	..	..	148	30	16	..	..	..	..	..	103	..	..	..	..		
	CARNOCK. (87)																											
3530	Strathconan	P.	5	48	21	1	8	9	1	19	1	..	..	182	44	13	..	..	5	..	..	71	..	..	..	43	15	9
	CONTIN. (65)																											
4410	Contin	P.	5	100	47	8	15	16	2	41	1	1	..	230	49	22	..	40	8	..	..	111	..	..	..	55	2	6
619	Scatwell	P.	5	38	6	..	4	..	1	5	1	..	..	68	24	5	..	..	2	..	..	32	..	..	..	21	9	9
	CROMARTY § 67. (354)																											
2169	Cromarty	P.	6	375	276	55	80	108	..	248	5	3	3	675	332	94	..	..	55	..	..	142	..	..	51	358	10	0
2169 H.G.	Cromarty, H.G.	H.G. P.	6	45	26	..	..	..	22	22	1	..	..	261	58	11	..	..	4	..	..	185	..	..	4	92	18	9
912	Peddieston	P.	2	123	55	15	17	13	3	48	1	1	..	200	82	29	..	..	11	..	..	63	..	..	10	78	14	3
	DINGWALL § 67. (463)																											
3972	Dingwall Academy	P.	6	494	431	76	129	173	..	378	7	1	3	1029	577	253	..	..	86	..	..	..	..	..	122	560	1	11
3972 H.G.	Dingwall Academy, H.G.	H.G. P.	6	310	161	..	..	..	140	140	4	..	..	1173	593	52	..	..	28	..	..	237	..	182	81	673	4	6
	EDDERTON. (103)																											
3516	Edderton	P.	11	160	97	18	20	40	2	80	2	2	..	307	125	48	..	30	13	..	..	92	..	..	..	122	8	0
	FEARN § 67. (335)																											
842	Balmuchy	P.	11	110	71	12	21	25	1	59	1	1	..	199	83	37	..	..	9	..	..	70	..	..	..	77	3	3
3187	Hill of Fearn	P.	11	131	91	17	29	29	..	75	2	1	..	274	94	42	..	40	11	..	..	87	..	..	..	95	8	3
911	Hilton	P.	11	244	233	35	71	72	22	200	3	2	2	419	318	121	..	..	30	..	..	..	..	..	..	318	18	6
	FODDERTY. (296)																											
412	Fodderty	P.	2	196	127	14	36	51	5	106	2	1	1	338	142	61	..	20	..	..	..	109	..	..	..	147	1	3
2273	Maryburgh	P.	2	199	115	21	35	37	6	99	2	1	1	307	150	60	..	40	..	..	..	57	..	..	..	139	1	3
	GAIRLOCH § 67. (717)																											
2859	Achtercairn	P.	5	132	70	8	20	22	8	58	1	1	1	349	107	39	..	10	15	..	..	178	..	..	..	97	14	6
3826	Bualnaluib	P.	5	167	75	8	20	27	9	64	2	..	..	250	86	37	..	50	13	..	..	64	..	..	..	94	18	9
3822	Inverasdale	P.	5	119	53	1	19	18	5	43	1	..	..	183	81	29	..	60	11	..	..	..	..	..	4	72	16	0
1546	Kinlochewe	P.	5	40	24	2	7	8	4	21	1	..	..	122	52	16	..	..	6	..	..	48	..	..	..	49	17	6
3665	Laide	P.	5	90	51	6	12	21	6	45	1	1	..	155	79	29	..	40	11	34	..	..	..	..	..	76	11	3
4584	Mellon Udrigle	P.	5	44	30	3	12	11	1	27	1	..	..	109	52	17	..	..	7	..	..	33	..	..	..	51	7	3
1608	Melvaig	P.	5	84	58	3	20	20	2	45	1	..	..	156	75	30	..	..	11	..	..	38	..	..	1	69	8	0
4588	Opinan	P.	5	110	93	8	26	37	9	80	1	1	..	305	146	56	..	10	21	..	..	71	..	..	..	150	1	3
4585	Poolewe	P.	5	57	44	3	12	16	5	36	1	..	..	140	82	28	..	10	11	..	..	9	..	..	..	68	6	0
1838	Sand	P.	5	70	39	4	11	11	4	30	1	..	..	115	54	19	..	..	7	..	..	34	..	..	..	52	7	9
	GLENSHIEL. (57)																											
4198	Letterfearn	P.	7	59	23	2	5	6	7	20	1	..	..	102	49	14	..	..	5	..	..	34	..	..	..	49	8	0
1635	Shiel	P.	7	37	16	..	5	5	2	12	1	..	..	86	43	13	..	..	5	..	..	25	..	..	..	37	14	3
	KILLEARNAN. (174)																											
2115	Killearnan	P.	4	180	78	12	25	25	9	71	2	1	..	260	119	43	..	40	16	..	..	42	..	..	..	116	5	8
1878	Tore	P.	4	59	48	11	14	15	..	40	1	..	..	120	65	23	..	..	9	..	..	28	..	..	..	60	15	8

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ROSS AND CROMARTY —*cont.*																									
	KILMUIR EASTER § 67. (199)																									
2251	Kilmuir Easter	P.	2	181	142	12	45	62	8	127	4	..	..	417	178	82	..	30	31	..	..	96	..	..	..	167 14 0
783	Tullich	P.	2	80	35	4	5	17	..	26	1	1	..	148	51	16	..	40	6	..	..	34	..	..	..	50 18 3
	KILTEARN. (242)																									
4288	Kiltearn	P.	2	231	189	20	43	59	19	141	3	1	2	538	300	118	..	30	..	..	10	79	..	..	1	273 3 4
	KINCARDINE. (218)																									
508	Achnahannet	P.	6	40	16	2	4	8	..	14	p	..	..	163	48	17	..	..	6	..	..	92	..	..	..	43 19 0
469	Croick	P.	6	35	21	1	4	10	3	18	1	..	..	123	44	15	..	..	5	28	..	31	..	..	..	46 3 6
1404	Culrain	P.	6	50	24	3	7	11	..	21	1	..	..	113	45	14	..	..	5	..	..	49	..	..	..	42 9 9
2535	Gledfield	P.	6	115	80	11	24	27	4	66	2	1	..	330	95	41	..	40	15	..	..	140	..	..	..	90 8 3
4701	Louberoy	P.	6	18	8	1	2	4	..	7	p	..	..	57	26	5	..	..	2	..	..	23	..	..	..	23 14 0
	KINLOCHLUICHART. (111)																									
1242	Achnasheen	P.	5	52	20	5	5	3	5	18	1	..	..	125	43	18	..	..	5	..	..	64	..	..	..	37 19 6
4228	Kinlochluichart	P.	5	40	17	2	5	8	..	15	1	..	..	224	62	17	..	..	6	30	..	109	..	..	..	42 15 6
4194	Strathgarve	P.	5	80	17	4	1	10	..	15	1	..	..	113	35	10	..	..	4	..	..	65	..	..	..	34 11 0
	KINTAIL. (88)																									
3086	Dornie	P.	7	89	55	6	14	14	7	41	2	..	..	231	96	36	..	50	14	..	..	36	..	..	..	81 11 6
1162	*Killilan*	P.	7	60	24	1	6	12	..	19	1	..	..	131	51	15	..	..	6	..	..	59	..	..	..	46 11 0
	KNOCKBAIN § 67. (302)																									
2088	Drumsmittal	P.	2	141	102	6	30	29	13	78	3	..	..	321	166	57	..	40	..	..	..	58	..	..	..	129 17 8
2248	Munlochy	P.	2	140	92	13	29	29	16	87	3	..	..	343	129	43	..	40	..	..	..	181	..	..	..	146 11 8
3866	Upper Knockbain	P.	2	117	34	3	7	19	2	31	1	1	..	169	55	20	..	40	..	..	..	45	..	..	..	53 11 9
6476	Arpafeelie, St. John's	E.	2	87	40	7	11	12	7	37	1	1	..	216	66	27	6	40	..	..	95	..	..	..	..	65 17 6
	LOCHALSH § 67. (301)																									
490	Auchmore	P.	7	50	25	4	8	8	2	22	1	..	..	87	47	14	..	10	5	..	..	10	..	..	..	45 14 0
4418	Earbusaig	P.	7	82	50	2	14	20	6	42	1	1	..	198	98	30	..	50	12	..	..	8	..	..	..	72 16 0
6513	Kyle	P.	7	68	68	11	25	11	9	56	2	..	..	192	76	37	..	50	18	..	..	16	..	..	..	81 14 9

2707	Lochalsh		P.	7	90	50	4	10	15	11	40	2	..	..	209	81	24	..	60	9	..	..	35	..	..	..	86 10 5
2162	Plockton		P.	6	150	80	10	25	35	..	70	1	2	..	168	103	82	..	29	18	..	..	..	..	..	..	93 8 10
2162 H.G.	Plocton, H.G.		H.G. P.	6	61	32	..	..	1	25	26	1	..	..	208	74	9	..	..	16	..	..	9	..	80	14	85 12 4
	LOCHBROOM § 67.	(591)																									
4213	Achiltibuie		P.	6	147	57	5	13	28	5	46	1	1	..	268	119	43	..	50	16	..	..	26	..	..	14	108 17 9
4149	Altandu		P.	6	101	41	1	11	18	5	30	p	..	..	117	59	19	..	50	7	..	..	..	..	..	10	58 3 8
4079	Ardindrean		P.	6	60	38	9	10	14	1	34	1	1	..	148	65	22	..	50	8	..	..	..	..	..	8	59 11 6
1634	Achduart		P.	6	24	13	3	4	3	3	13	p	..	..	57	30	7	..	..	2	..	..	17	..	..	2	35 18 5
1167	Badcaul		P.	6	60	44	..	10	23	4	37	1	..	1	113	70	28	..	..	9	..	..	8	..	..	8	74 9 3
322	Lochbroom		P.	6	62	28	4	9	13	..	26	1	..	..	138	50	16	..	..	6	..	..	52	..	..	14	49 16 9
718	Scoraig		P.	6	80	31	2	10	15	..	27	p	..	..	113	48	15	..	..	6	..	..	40	..	..	5	50 15 3
4505	Ullapool		P.	6	262	146	17	33	43	..	93	3	1	1	495	297	38	..	40	28	32	..	32	2	..	27	153 10 1
4505 H.G.	Ullapool, H.G.		H.G. P.	6	100	40	..	..	..	75	85	1	..	..	390	..	14	..	..	6	..	..	287	..	81	9	120 15 8
	LOCHCARRON § 67.	(271)																									
969	Attadale		P.	7	45	17	2	5	7	3	17	1	..	..	108	49	12	..	..	5	..	..	38	..	..	..	41 2 9
1139	Balmacra		P.	7	50	12	..	2	5	2	9	1	..	..	77	34	8	..	..	3	..	..	32	..	..	..	29 2 9
1163	Kishorn		P.	6	75	29	7	9	14	4	34	1	1	..	141	65	..	..	50	8	..	..	19	..	..	..	63 12 0
2301	Lochcarron		P.	7	195	94	11	23	36	7	77	1	2	1	454	148	59	..	30	22	..	..	196	..	..	..	186 3 6
198	Strome		P.	7	70	31	5	7	13	2	27	1	1	..	162	52	19	..	40	7	..	..	44	..	..	..	60 2 3
	LOCHS § 67.	(1038)																									
471	*Achmore*		P.	3	70	45	4	11	18	2	35	1	..	..	127	65	25	..	..	9	..	..	28	..	..	..	54 8 6
5269	Airidhbhruaich		P.	3	26	26	3	6	6	1	21	p	..	..	71	48	13	..	..	6	..	..	4	..	..	..	46 14 6
1827	Balallan		P.	3	190	96	16	27	27	11	81	1	1	..	208	132	53	..	..	20	..	..	2	..	..	..	113 19 9
1851	Cromore		P.	3	90	56	14	12	17	4	47	1	..	..	153	81	31	..	..	12	..	..	29	..	..	..	74 5 9
1919	Fidigary		P.	3	225	167	21	45	58	14	139	1	1	3	338	206	82	..	..	31	..	..	19	..	..	..	208 15 0
29	Graver		P.	3	85	100	13	30	31	3	77	1	..	2	180	88	47	..	..	18	..	..	27	..	..	..	95 7 3
5221	Grimshader		P.	3	34	47	8	18	14	3	38	p	..	..	85	67	25	..	..	9	..	..	..	..	..	..	63 19 3
1747	Kershader		P.	3	115	82	7	23	37	3	70	1	..	2	212	111	40	..	..	15	..	..	46	..	..	..	99 17 3
1736	Knock-ian-due		P.	3	90	56	6	14	22	3	45	1	..	2	162	80	31	..	..	12	..	..	39	..	..	..	63 9 6
2000	Lemreway		P.	3	101	64	3	27	28	..	58	1	..	..	216	66	28	..	..	10	..	..	112	..	..	..	86 11 6
1303	Lurebost		P.	3	150	128	16	42	38	8	104	1	..	3	261	155	64	..	..	24	..	..	18	..	..	..	146 7 0
1952	Planasker		P.	3	100	105	13	28	45	4	90	1	..	2	197	97	44	..	..	16	..	..	39	..	..	..	124 18 6
	LOGIE EASTER.	(175)																									
2592	Logie Easter		P.	2	110	53	10	11	20	..	42	1	1	..	220	60	24	..	40	10	..	..	86	..	..	..	54 1 0
916	Scotsburn		P.	2	99	63	7	17	28	..	52	2	..	..	256	85	31	..	40	12	..	..	88	..	..	..	85 12 0
	NIGG.	(175)																									
1044	Nigg		P.	2	100	51	5	19	20	..	44	1	1	..	212	66	32	..	..	..	..	..	114	..	..	..	67 9 6
1591	Pitcalnie		P.	2	98	51	4	15	24	3	45	1	1	..	197	60	29	..	40	..	..	..	59	..	..	..	71 16 6
	RESOLIS.	(167)																									
3788	Cullicudden		P.	4	123	63	8	23	18	6	54	1	..	1	230	88	31	..	40	11	1	..	49	..	..	11	94 6 6
3201	Newhall		P.	4	123	91	13	34	26	12	85	1	2	..	316	124	51	..	30	19	3	..	76	..	..	13	123 14 6
	ROSEMARKIE.	(280)																									
508	Fortrose Academy		P.	6	212	138	22	38	60	..	120	4	..	3	431	215	82	..	..	31	..	..	108	..	..	..	184 18 7
508 H.G.	" H.G.		H.G. P.	6	47	37	..	..	..	33	33	1	1	..	365	150	18	..	..	7	70	..	78	..	47	..	162 8 10
142	Rosemarkie		P	11	130	89	18	34	27	..	79	2	1	..	249	93	42	..	30	11	..	..	73	..	..	..	100 12 3
	ROSSKEEN § 67.	(635)																									
3650	Ardross		P.	11	114	70	6	26	28	2	62	2	..	..	193	96	34	..	40	9	..	..	..	..	..	18	98 12 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	ROSS AND CROMARTY —*cont.*																									
	ROSSKEEN—*cont.*																									
2094	Bridgend	P.	10	205	207	42	63	69	10	184	4	..	4	527	274	109	..	..	27	..	..	60	..	..	55	261 11 11
3196	Invergordon	P.	6	195	237	58	65	95	..	218	5	1	3	488	315	124	..	..	47	..	..	..	..	..	64	324 17 2
3196 H.G	Invergordon Academy, H.G.	H.G. P.	6	113	82	..	..	2	72	74	2	2	..	669	315	41	..	..	16	..	..	101	..	117	80	335 8 11
1250	Newmore	P.	11	107	52	11	17	14	4	46	1	1	..	204	77	27	..	40	7	..	..	37	..	..	15	78 11 0
	STORNOWAY § 67. (2696)																									
1842	Aird	P.	2	395	318	26	109	111	9	255	2	4	2	583	372	171	..	..	..	..	..	40	1	..	..	349 1 9
1787	Back	P.	2	398	326	53	100	101	13	267	2	4	6	663	418	161	..	..	..	..	..	82	2	..	..	404 19 1
1595	Bayble	P	2	360	304	34	82	102	28	246	2	6	5	615	412	139	..	..	..	..	..	63	1	..	..	406 1 6
1780	Knock	P.	2	268	198	34	57	61	17	169	2	2	2	405	214	87	..	20	..	..	..	83	2	..	..	245 15 3
1961	Laxdale	P.	2	190	174	27	61	48	18	154	3	..	3	422	233	95	..	30	..	..	..	63	..	..	..	227 19 6
4356	Nicolson Institute	P.	6	777	630	63	215	208	21	507	12	1	6	1455	778	301	..	10	113	35	..	223	..	..	..	304 16 1
4356 H.G	" " H.G.	H.G. P.	6	284	170	..	..	7	143	150	6	1	..	1534	663	82	..	..	31	60	..	325	..	347	27	761 11 4
1918	Sandwickhill	P.	2	225	178	21	49	67	9	146	2	2	..	394	182	81	..	..	..	..	..	181	..	..	..	201 0 9
1843	Tolsta	P.	2	276	185	31	60	66	2	159	2	2	2	402	213	93	..	..	..	..	..	92	4	..	..	216 14 6
1844	Tong	P.	2	182	137	20	41	46	18	125	2	..	4	359	179	75	..	..	..	..	..	105	..	..	..	191 16 4
	TAIN. (458)																									
791	Inver	P.	5	91	51	21	11	15	..	47	1	1	..	208	54	26	..	40	10	..	..	74	..	..	..	57 18 9
2330	Tain	P.	10	323	298	43	108	129	6	286	4	2	2	833	358	165	..	..	41	..	..	262	..	..	7	389 11 3
	TARBAT § 67. (262)																									
2350	Old	P.	5	289	218	35	64	76	15	190	4	1	..	506	326	120	..	..	45	..	..	15	..	..	..	298 4 6
1396	West	P.	5	68	41	7	15	13	..	35	1	1	..	149	56	26	..	40	10	..	..	17	..	..	..	44 17 3
	UIG § 67. (949)																									
1945	Bernera	P.	3	120	106	17	29	29	7	82	1	..	2	289	110	44	..	..	16	..	..	119	..	..	..	133 5 6
1852	Breasclet	P.	3	201	150	24	42	49	12	127	1	3	3	466	214	77	..	..	29	..	..	145	..	..	..	211 3 9
751	Carloway	P.	3	220	251	22	58	111	9	200	3	3	..	601	301	119	..	..	45	..	..	136	..	..	..	301 13 3
1835	Crowlista	P.	3	88	50	5	9	23	2	39	1	..	..	200	75	26	..	..	10	..	..	90	..	..	..	68 17 9

6004	Crulivig	P.	3	44	32	7	7	11	8	28	P	..	..	94	46	15	..	..	6	..	..	28	..	..	..	54	7	9
1886	Duncarloway	P.	3	100	81	10	20	32	5	67	1	..	1	283	84	86	..	40	14	..	..	60	..	..	..	97	0	6
1966	Iailvig	P.	3	85	50	11	12	13	6	42	1	..	..	155	67	26	..	..	10	..	..	52	..	..	..	59	10	9
1849	Loch Croistean	P.	3	65	62	7	16	23	8	49	1	..	..	143	81	81	..	..	12	..	..	20	..	..	..	77	16	8
1594	Valtos	P.	3	130	111	20	26	34	7	87	1	1	8	280	114	50	..	..	19	..	..	96	..	..	..	122	2	6
	URQUHART AND LOGIE WESTER § 67. (372)																											
3542	Conon	P.	2	125	99	13	29	33	11	86	2	1	..	286	127	58	..	40	20	..	..	45	..	..	..	124	11	8
2819	Culbokie	P.	2	134	106	9	29	39	11	88	2	1	..	292	129	58	..	40	20	..	..	50	..	..	..	128	9	9
2125	Ferintosh	P.	2	155	55	8	16	18	4	46	2	..	..	216	78	81	..	50	12	..	..	45	..	..	..	64	8	6
3663	Mulbuie	P.	2	95	61	7	15	28	7	52	1	..	1	168	76	29	..	..	11	..	..	47	..	..	..	78	14	9
	URRAY. (359)																											
3006	Marybank	P.	11	120	98	11	25	38	10	84	2	1	..	314	129	51	..	40	13	..	..	81	..	..	..	122	18	0
298	Tarradale	P.	11	180	175	20	48	71	6	145	4	..	1	468	197	85	..	80	21	..	..	130	..	..	..	199	4	3
	TOTAL			18879	18326	1759	3732	4548	1170	11204	236	101	100	40351	18792	6783	20	2159	1756	365	117	9070	12	858	684	18650	19	0
	ROXBURGH.																											
	ANCRUM. (171)																											
2548	Ancrum	P.	1	195	100	23	24	34	10	91	3	..	..	288	115	51	..	..	13	..	..	108	..	..	1	116	17	6
1697	Sandystones	P.	4	94	40	7	18	19	..	39	2	..	..	212	63	24	..	40	9	..	..	75	..	..	1	57	16	9
	BEDRULE. (49)																											
889	Bedrule	P.	2	64	33	9	11	11	..	31	1	..	..	136	33	14	..	..	5	..	..	84	..	..	..	42	19	9
	BOWDEN. (102)																											
2997	Bowden	P.	6	125	76	11	23	32	..	66	2	..	..	357	80	41	..	50	15	..	..	168	2	..	..	72	17	9
2758	Midlem	P.	6	58	14	2	4	7	..	13	1	..	..	77	32	10	..	..	4	..	..	32	..	..	..	29	8	3
	CASTLETON. (363)																											
457	Burnmouth	P.	4	55	34	7	10	13	..	30	1	..	..	118	44	17	..	..	6	..	..	51	..	..	..	45	12	0
388	Hermitage	P.	4	75	30	5	8	8	..	21	1	..	..	181	41	14	..	..	5	..	..	120	..	..	..	87	16	0
685	New Castleton	P.	4	288	182	24	52	69	15	160	4	1	..	527	211	102	..	..	38	..	..	176	..	..	..	206	3	3
1708	Riccarton	P.	4	87	43	8	13	19	..	40	1	1	..	126	58	23	..	..	9	..	..	36	..	..	..	59	2	9
618	Saughtree	P.	4	84	73	13	22	28	..	63	2	..	..	212	85	38	..	50	14	..	..	24	..	..	..	82	14	6
	CAVERS AND KIRKTON. (235)																											
704	Cogsmill	P.	2	100	31	3	10	13	2	28	1	1	..	207	50	17	..	40	..	..	..	98	..	..	..	48	17	9
3415	Denholm	P.	1	219	78	10	30	25	6	71	2	..	1	404	94	43	..	40	11	..	..	212	..	..	4	89	11	3
4132	Kirkton	P.	1	135	42	5	17	12	4	33	1	1	..	213	60	22	..	40	6	..	..	90	..	..	..	57	0	6
	CRAILING. (87)																											
143	Crailing	P.	1	125	55	9	19	21	..	49	2	..	..	267	48	32	..	50	8	..	..	129	..	..	..	50	4	0
	ECKFORD. (122)																											
3414	Caverton Mill	P	2	93	37	4	12	15	..	31	1	..	..	149	33	20	..	..	..	..	..	89	..	..	..	32	2	0
129	Eckford	P.	1	100	36	9	8	15	..	32	1	..	..	153	34	15	..	..	5	..	..	99	..	..	..	29	6	10
	EDGERSTON (59)																											
826	Edgerston	P.	2	78	38	3	12	18	..	33	1	..	..	173	56	20	..	..	..	..	..	96	..	..	..	58	11	0
	EDNAM. (102)																											
106	Ednam	P.	1	161	105	24	33	30	7	94	2	1	1	287	101	50	..	..	13	..	..	122	..	..	..	127	19	7

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1906-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	ROXBURGH—*cont.*																									
	HAWICK (Burgh). (3278)																									
3444	Buccleuch	P.	10	1088	769	98	222	274	93	687	15	..	4	1859	875	409	..	..	104	..	..	459	..	..	12	1543 16 9
3444 H.G.	" H.G.	H.G. P.	6	420	86	..	..	2	79	81	4	..	..	873	..	..	..	..	..	..	..	555	..	316	2	301 13 1
3926	Drumlanrig	P.	10	740	443	90	132	170	..	392	8	..	4	1086	454	238	..	..	59	..	..	329	..	..	10	444 11 0
3733	St. Mary's, Infant	P.	10	305	211	113	78	..	..	191	4	..	..	399	198	108	..	..	29	..	..	64	..	..	1	194 13 6
3746	Trinity	P.	10	770	548	87	179	235	..	501	9	1	4	1378	583	311	..	..	76	..	..	395	..	..	14	569 6 8
307	Wilton	P.	10	768	653	112	210	204	81	607	10	2	5	1477	733	355	..	..	87	..	..	292	..	..	9	791 1 6
2177	St. Cuthbert's	E.	10	152	109	15	32	49	..	96	3	..	..	277	109	61	15	..	15	..	70	..	1	..	..	106 1 9
794	Roman Catholic	R.C.	10	154	121	25	35	51	..	111	2	1	1	308	124	71	17	..	17	10	65	..	4	..	..	121 15 3
	HAWICK (Landward). (204)																									
3588	Clarilaw	P.	2	115	51	6	20	20	..	46	2	..	..	213	59	27	..	50	..	..	..	76	..	..	..	60 13 0
567	Dean	P.	1	56	44	12	13	14	..	39	1	..	..	174	39	24	..	6	..	..	..	105	..	..	..	41 8 0
3310	New Mill	P.	1	116	32	3	9	15	..	27	2	..	..	206	47	18	..	47	4	..	..	90	..	..	..	45 8 9
4354	Stouslie	P.	1	67	9	1	4	4	..	9	1	..	..	79	24	4	..	..	1	..	..	50	..	..	..	24 6 0
	HOBKIRK. (84)																									
675	Hobkirk	P.	2	145	82	12	26	25	7	70	2	1	..	316	77	38	..	40	..	..	..	161	..	..	1	85 18 9
	HOWNAM. (45)																									
63	Hownam	P.	4	61	14	3	4	4	..	11	1	..	..	139	30	9	..	..	3	..	..	96	..	..	..	26 2 0
	JEDBURGH (Burgh.) (548)																									
3447	Grammar	P.	6	469	415	81	190	148	..	359	8	1	2	1050	436	246	..	..	88	..	..	186	..	..	95	390 18 0
3447 H.G.	" H.G.	H.G. P.	6	162	83	..	..	..	69	69	2	..	..	433	181	19	..	..	11	..	..	102	..	120	..	248 10 7
2655	St. John's	E.	6	243	116	27	31	42	..	100	2	1	..	317	112	63	16	40	23	..	72	..	..	..	..	107 10 0
	JEDBURGH (Landward). (235)																									
3675	Ianton	P.	2	102	30	5	10	14	..	29	1	..	..	166	45	18	..	..	..	..	..	103	..	..	..	41 17 6
1881	Pleasants	P.	2	96	58	9	18	18	2	47	1	1	..	203	62	35	..	25	..	..	..	81	..	..	..	58 16 6
	KELSO. (745)																									
3450	Kelso	P.	6	477	408	..	123	197	42	362	7	1	1	1300	452	209	..	..	77	..	..	545	..	..	16	510 8 6

514	*Kelso, Infant*	P.	6	219	187	109	52	..	..	161	3	1	..	385	171	86	..	..	84	..	..	74	..	..	..	159	9	0
	LILLIESLEAF. (105)																											
4070	Lilliesleaf	P.	7	191	100	9	32	33	18	91	2	1	1	380	105	56	..	..	21	..	..	198	..	..	..	126	18	9
	LINTON. (54)																											
117	Linton	P.	2	84	58	10	17	24	..	51	1	1	..	210	51	32	..	40	..	..	..	88	..	..	..	52	8	0
	MAKERSTOUN. (62)																											
1882	Makerstoun	P.	1	127	53	6	18	22	..	46	1	1	..	206	45	24	..	..	47	..	..	91	..	..	..	47	12	0
	MAXTON. (83)																											
72	Maxton	P.	6	151	39	5	12	17	..	34	1	1	..	294	51	21	..	40	8	..	..	104	..	..	..	45	4	0
	MELROSE. (778)																											
3834	Blainslie	P.	2	103	33	6	10	13	..	29	1	..	..	175	50	18	..	..	..	..	..	107	..	..	..	41	11	9
3688	Gattonside	P.	11	86	31	10	17	..	..	27	1	..	..	122	29	18	..	..	5	..	..	55	..	..	15	26	0	0
2978	Langshaw	P.	6	50	20	4	6	7	..	17	1	..	..	128	37	12	..	..	5	2	..	72	..	..	..	32	6	0
3290	Melrose	P	11	365	383	43	77	131	45	296	7	1	1	988	373	175	..	..	43	..	..	375	..	20	1	398	2	11
1079	Newstead	P.	11	86	21	9	9	..	..	18	p	..	..	87	20	12	..	..	3	..	..	52	..	..	..	17	2	0
3664	Newtown St. Boswell's	P.	11	215	157	42	45	63	..	150	3	1	..	458	151	85	..	30	21	..	..	168	..	..	4	160	19	9
	MINTO. (90)																											
866	Minto	P	2	106	77	10	27	28	0	71	1	2	..	390	72	39	..	40	..	3	..	185	..	..	51	87	4	0
	MOREBATTLE. (130)																											
2942	Morebattle	P.	2	181	94	14	30	30	..	83	3	..	..	369	94	53	..	40	..	50	..	132	..	..	..	91	3	3
4168	Mowhaugh	P.	4	40	16	2	5	0	..	18	1	..	..	34	33	6	..	..	4	..	..	41	..	..	..	29	6	0
	OXNAM. (118)																											
181	Oxnam	P.	2	130	48	5	13	24	..	42	2	..	..	358	55	23	..	50	..	4	..	226	..	..	..	37	8	9
1418	*Towford*	P.	4	56	22	..	6	12	..	18	1	..	..	130	37	12	..	..	5	..	..	76	..	..	..	35	14	0
	ROBERTON. (74)																											
585	Howpasley	P.	4	83	21	4	7	7	1	19	1	..	..	66	34	8	..	..	4	..	..	20	..	..	..	35	3	0
4043	Roberton	P.	7	110	54	9	18	17	..	44	2	..	..	230	67	29	..	40	11	..	..	91	..	..	..	62	12	9
	ROXBURGH. (142)																											
3438	Fairnington	P.	3	83	39	4	12	18	..	34	1	..	..	147	52	30	..	..	8	..	..	57	..	..	..	49	11	0
2894	Heiton	P.	1	78	66	14	21	20	..	55	1	1	..	132	68	41	..	..	9	..	..	18	..	..	..	62	13	3
3349	Roxburgh	P.	1	123	60	10	15	27	..	52	2	..	..	288	68	36	..	50	9	..	..	125	..	..	..	57	3	9
	ST. BOSWELL'S. (140)																											
3843	St. Boswell's	P.	3	155	80	12	21	35	..	68	2	1	..	316	78	39	..	40	15	..	..	143	2	..	..	74	18	9
	SMAILHOLM. (68)																											
17	Smailholm	P.	1	112	70	11	23	27	..	61	2	..	..	244	69	43	..	..	10	..	..	121	..	..	..	62	12	0
	SOUTHDEAN. (101)																											
4919	Glen Douglas	P.	2	77	36	7	13	14	..	34	1	..	..	113	49	22	..	..	..	..	..	41	..	..	..	48	1	9
564	Southdean	P.	2	110	49	5	15	22	..	42	2	..	..	228	62	23	..	50	..	..	..	88	..	..	..	56	15	0
	SPROUSTON. (154)																											
2008	Hadden	P.	1	68	26	5	9	8	..	22	1	..	..	81	20	6	..	..	2	..	..	54	..	..	..	23	18	6
1423	*Lempitlaw*	P.	1	90	66	15	19	20	..	54	2	..	..	180	63	29	..	50	8	..	..	30	..	..	..	57	18	6
183	Sprouston	P.	1	116	62	7	15	30	..	52	2	..	..	256	61	32	..	40	8	..	..	114	..	..	..	58	1	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-19.7.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	£	Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	£	s.	d.
	ROXBURGH—*cont.*																											
	TEVIOTHEAD. (88)																											
1864	Allanwater	P.	4	38	16	1	5	8	..	14	1	..	..	80	32	10	..	..	..	..	..	38	..	..	..	29	17	0
4211	Teviothead	P.	2	90	55	9	15	22	4	50	1	1	..	242	65	28	..	..	40	..	..	109	..	..	..	72	6	0
	YETHOLM. (152)																											
3598	Yetholm	P.	2	202	152	27	42	58	..	127	2	..	1	360	137	77	..	..	..	..	..	141	5	..	..	140	16	6
	TOTAL			12268	7465	1299	2223	2626	491	6639	167	26	26	23982	8177	3989	47	1028	1077	70	206	8730	14	456	238	9244	17	0
	SELKIRK.																											
	ASHKIRK. (73)																											
2580	Ashkirk	P.	2	130	60	13	21	17	1	52	2	..	..	278	60	28	..	50	..	..	..	137	..	..	2	66	19	3
	CADDONFOOT. (139)																											
4078	Caddonfoot	P.	3	136	88	9	32	31	..	72	2	..	..	227	86	42	..	..	16	..	..	94	..	..	..	89	6	3
	ETTRICK. (51)																											
6197	Chapelhope	P.	6	28	14	2	5	5	..	12	1	..	..	76	28	7	..	..	3	..	..	38	..	..	..	28	2	8
4148	Ettrick	P.	6	61	17	1	5	8	..	14	1	..	..	216	39	14	..	..	5	..	..	157	..	..	..	38	18	6
	GALASHIELS (Burgh). (2517)																											
4581	Galashiels (Burgh).	P.	12	904	795	128	264	299	..	691	15	..	5	1766	787	450	..	..	103	..	..	419	8	..	1	784	18	10
880	Glendinning Terrace	P.	12	357	345	65	129	115	..	309	7	1	3	990	346	186	..	..	46	..	..	406	6	..	..	348	18	11
3768	Ladhope	P.	12	310	276	56	89	101	..	246	7	..	3	771	284	156	..	..	38	..	..	288	4	..	..	279	19	1
3981	Old Town	P.	12	450	239	41	76	88	..	205	4	2	2	783	239	121	..	..	31	..	..	388	4	..	..	282	10	7
157	Roxburgh Street	P.	12	749	289	45	56	6	147	254	8	..	4	1379	524	105	..	..	40	..	..	705	5	..	..	509	19	2
3440	Galashiels	E.	12	240	281	40	83	81	..	204	4	1	1	468	236	128	32	..	32	..	50	..	8	..	7	225	18	3
2698	Galashiels	R.C.	12	278	132	18	38	61	..	117	1	2	..	320	124	65	17	..	17	..	90	..	7	..	..	120	14	9
	GALASHIELS (Landward). (57)																											
3387	Lindean	P	6	60	26	5	6	13	..	24	1	..	..	96	38	16	..	..	6	..	..	37	..	..	..	36	12	6

	KIRKHOPE. (89)																									
516	Gilmanscleuch	P.	6	33	10	1	3	5	..	9	1	..	..	84	25	6	..	..	2	..	..	50	..	..	1	25 1 3
2	Kirkhope	P.	2	107	49	2	14	20	2	38	2	..	..	209	67	29	..	50	..	..	..	62	..	..	1	60 12 0
1312	Redfordgreen	P.	2	35	17	1	4	7	..	12	1	..	..	81	28	8	..	..	..	..	..	45	..	..	..	27 12 0
	SELKIRK (Burgh) § 67. (951)																									
279	Knowe Park	P.	11	539	396	65	115	133	42	355	9	..	3	1160	443	222	..	..	54	..	..	394	7	40	..	450 18 0
3366	Selkirk	P.	11	541	387	89	129	131	..	349	6	2	2	985	389	210	..	..	53	..	..	276	7	..	..	383 15 9
2933	Selkirk	R.C.	11	121	50	14	12	20	..	46	1	1	..	165	46	27	6	..	6	..	34	..	4	..	28	49 5 0
	SELKIRK (Landward). (305)																									
1166	Selkirk	P.	11	317	190	30	77	65	..	172	5	..	1	647	209	113	..	..	27	..	..	303	..	..	5	189 9 3
636	Bowhill	..	6	53	36	7	10	17	..	34	2	..	..	196	53	21	13	50	..	..	58	..	..	..	..	43 1 9
	YARROW. (89)																									
110	Megget	P.	6	27	21	1	7	11	..	19	1	..	..	131	36	12	.	..	5	..	..	79	..	..	..	35 0 0
1658	Mountbenger	P.	6	35	14	2	6	5	..	13	1	..	..	83	29	7	..	..	3	..	..	43	..	..	..	29 3 9
2658	Yarrow	P.	2	91	35	4	9	12	5	30	2	..	..	240	61	23	..	50	..	..	..	80	3	25	..	55 0 6
2969	*Yarrowford*	P.	6	45	16	2	5	9	..	16	1	..	..	76	29	8	..	..	3	..	..	35	..	..	..	31 14 0
	TOTAL			5647	3783	641	1196	1260	197	3293	85	9	24	11374	4196	2004	69	200	488	..	232	4026	56	65	45	4143 1 7
	SHETLAND.																									
	BRESSAY § 67. (132)																									
3796	Bressay	P.	5	180	112	8	32	45	7	92	1	8	..	249	157	59	..	..	22	..	..	11	..	..	..	139 10 9
	DELTING § 67. (239)																									
1611	Brae	P.	5	64	39	..	11	23	..	34	1	..	..	103	65	23	..	..	9	..	..	7	..	..	..	*65 3 0*
1492	*Gonfirth*	P.	5	40	26	1	3	12	..	16	1	..	..	76	34	11	..	..	4	..	..	27	..	..	..	33 7 6
651	Mid Lee (or Firth)	P.	5	76	34	1	10	10	..	21	1	..	..	91	46	13	..	..	5	..	..	27	..	..	..	37 0 6
4130	Olnafirth	P.	5	40	26	..	7	12	..	19	1	..	..	106	42	14	..	..	5	..	..	45	..	..	..	No Grant
196	Roe	P.	5	32	21	..	7	11	..	18	1	..	..	97	36	10	..	..	4	..	..	48	..	..	..	39 3 9
	DUNROSSNESS § 67. (629)																									
201	Bigton	P.	6	73	82	15	24	28	2	69	1	..	2	136	85	38	..	..	14	..	..	..	5	..	21	93 9 0
1946	Boddam	P.	6	120	82	13	19	27	7	66	1	..	1	131	91	40	..	..	15	..	..	..	..	..	24	95 19 9
648	Cunningsburgh	P.	6	129	117	12	38	40	4	94	1	1	1	219	123	55	..	..	21	..	..	..	..	..	33	125 3 0
1108	Fairisle	P.	5	48	44	10	10	15	4	39	1	..	..	73	65	23	..	..	9	..	..	..	..	..	14	69 11 8
838	Levenwick	P.	6	52	66	8	20	27	..	55	1	1	..	131	78	31	..	..	12	..	..	..	7	..	16	67 11 11
649	Quendale	P.	6	60	51	10	13	20	..	43	1	..	..	100	61	25	..	..	9	..	..	..	..	..	14	55 6 6
4289	Sandwick	P.	6	132	128	20	33	40	4	97	1	1	1	313	171	70	..	..	26	..	..	4	1	..	40	127 8 6
1959	Virkie	P.	6	70	64	7	13	25	3	48	1	..	1	124	84	38	..	..	14	..	..	..	..	..	19	64 4 3
	FETLAR § 67. (72)																									
659	Fetlar	P.	5	65	46	4	12	23	..	39	1	..	..	124	61	23	..	..	9	..	..	1	..	..	30	61 12 3
	LERWICK § 67. (1101)																									
4236	Burra	P.	5	130	74	4	18	43	..	65	1	1	..	198	98	43	..	..	16	..	..	42	..	..	..	97 0 3
2484	Central	P.	6	720	729	114	223	269	48	654	12	4	..	1607	1075	394	..	..	148	..	..	..	..	..	35	1056 2 5
1869	Gulberwick	P.	4	65	23	2	12	6	2	22	1	..	..	78	48	16	..	..	6	..	..	9	..	..	..	45 16 6
2316 H.G.	Lerwick, Anderson, Educational Institute, H.G.	H.G. P.	6	184	62	..	..	2	55	57	3	..	..	817	282	38	..	..	14	312	..	..	..	250	..	254 8 0
1812	Quarff	P.	5	66	28	3	10	12	2	27	p	..	..	102	49	17	..	..	6	..	..	30	..	..	..	47 14 0
6514	Hamnavoe	P.	6	80	71	25	39	5	..	69	1	..	..	147	45	55	..	..	16	..	..	30	..	..	..	84 3 3
8563	Lerwick	E.	4	83	95	11	27	42	1	81	1	2	..	235	112	52	13	20	..	..	19	..	..		11	107 6 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Jun or Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools.)	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School Derived from Annual Grant, 1905-1906. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	General Aid Grant. Paid on Average Attendance. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities in Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £	s.	d.
	SHETLAND—*cont.*																											
	NESTING, LUNNASTING, WHALSAY & SKERRIES § 67. (444)																											
5660	Laxfirth	P.	6	48	21	..	8	11	..	19	p	..	..	57	39	11	..	..	4	..	..	3	..	..	..	38	18	0
680	Lunnasting	P.	6	100	61	1	19	27	..	47	1	..	..	126	68	28	..	..	10	..	..	26	..	..	..	73	11	3
1509	South Nesting	P	6	70	43	.	10	16	..	26	p	..	..	147	51	22	..	..	8	..	..	66	..	..	..	51	3	0
1542	Whalsay Brough	P.	6	112	104	6	28	52	1	87	2	..	..	169	180	53	..	..	20	..	..	..	..	..	..	..		
3712	Whalsay Livister	P.	6	59	70	6	25	32	..	63	2	..	..	144	80	32	..	..	12	..	..	19	..	..	..	92	17	6
1084	Skerries	C.S.	5	72	28	13	5	4	..	22	1	..	..	94	45	15	4	..	6	..	25	..	..	..	..	41	4	6
	NORTHMAVINE § 67. (316)																											
1630	Eshaness	P.	5	60	30	1	7	15	3	26	1	..	..	122	42	..	..	40	5	..	..	35	..	..	..	48	6	9
4364	North Roe	P.	5	80	50	2	11	28	2	43	1	..	..	175	75	29	..	..	11	..	..	60	..	..	..	79	10	6
4223	Ollaberry	P.	5	77	53	2	10	25	6	43	2	..	..	194	69	28	..	45	10	..	..	42	..	..	.	80	8	6
1068	Sullom	P.	5	40	25	..	8	12	..	20	1	..	..	113	51	..	..	..	5	..	..	56	..	..	..	49	0	3
442	Urafirth	P.	5	60	48	3	14	20	2	39	1	..	..	103	69	23	..	..	9	..	..	2	..	..	..	68	18	0
	SANDSTING & AITHSTING § 67. (469)																											
1986	Clousta	P.	5	30	26	1	9	7	4	21	1	..	..	87	52	14	..	..	5	..	..	15	..	..	..	47	5	9
1569	Gruting	P.	5	80	54	2	15	22	2	41	1	1	..	158	64	29	..	..	11	..	..	47	..	..	8	66	4	9
1556	Sand	P.	5	54	81	3	9	18	..	25	1	..	1	100	40	15	..	..	6	..	..	40	..	..	..	47	16	3
1755	Sandsound	P.	5	30	22	1	6	10	1	18	p	..	..	73	41	12	..	..	5	..	..	16	..	..	..	40	2	6
1557	Skeld	P.	5	120	59	2	17	25	6	50	1	..	2	149	87	31	..	..	11	..	..	21	..	..	..	86	1	3
965	Twatt	P.	5	90	66	..	16	29	2	47	1	..	1	130	70	32	..	..	12	..	..	16	..	..	..	81	11	0
1748	West Burrafirth	P.	5	48	23	6	13	..	..	19	1	..	..	78	40	13	..	..	5	..	..	19	..	..	..	40	13	9
	TINGWALL, WHITENESS, and WEISDALE § 67. (303)																											
1380	Girlsta	P.	5	40	29	..	12	10	1	23	1	..	..	76	45	14	..	..	5	..	..	12	..	..	..	46	13	6
714	Gott	P.	5	78	27	2	8	12	1	23	1	..	..	76	42	12	..	..	5	..	..	17	..	..	..	46	11	0
696	Scalloway	P.	5	174	167	18	53	57	16	144	2	2	..	378	188	77	..	..	29	..	..	83	..	..	..	235	12	3
1846	Trondra	P.	5	60	23	2	7	9	2	20	1	..	..	82	39	11	..	..	4	..	..	28	..	..	..	48	12	3
1405	Weisdale	P.	5	40	30	..	10	14	1	25	p	..	..	89	45	13	..	..	5	..	..	25	..	..	..	49	13	0
2964	Whiteness	P.	5	110	82	4	30	32	6	72	1	1	..	161	101	40	..	..	15	..	..	6	..	..	..	112	18	0

	Unst § 67. (290)																											
491	Baltasound	P.	5	80	43	1	11	21	..	33	1	..	..	107	47	19	..	..	7	..	..	29	..	..	5	47	13	3
548	Haroldswick	P.	5	81	90	1	29	42	..	72	1	1	1	178	76	38	..	..	14	..	..	40	..	..	10	89	11	0
568	Uyasound	P.	5	70	84	3	11	18	..	27	p	..	..	97	84	16	..	..	6	..	..	38	..	..	4	48	8	0
524	Westing	P.	5	50	83	..	14	14	..	28	p	..	..	107	44	16	..	..	6	..	..	36	..	..	5	45	0	0
	Walls, Sandness, Papa, and Foula § 67. (383)																											
68	Dale	P.	5	24	26	..	7	6	7	20	1	..	..	59	28	9	..	..	3	..	..	18	..	..	..	40	19	3
1859	Foula	P.	5	25	18	1	4	7	..	12	1	..	..	63	25	8	..	..	3	..	..	27	..	..	..	23	16	0
1082	Happyhansel	P.	6	90	58	2	18	25	3	48	2	..	..	180	74	31	..	..	12	..	..	63	..	..	..	64	0	0
1104	Midwalls	P.	6	60	34	1	6	15	..	22	1	..	..	101	45	18	..	..	7	..	..	31	..	..	..	35	8	3
1146	Papa Stour	P.	6	94	50	1	17	27	..	45	1	..	..	84	71	27	..	..	10	..	..	..	..	..	..	70	4	9
1061	Sandness	P.	6	82	69	9	19	30	2	60	2	..	..	190	81	36	..	40	14	..	..	19	..	..	..	77	0	0
	Yell § 67. (443)																											
1957	Burravoe	P.	5	60	55	2	16	27	4	49	1	1	..	102	84	31	..	..	11	..	..	..	..	..	..	30	1	3
660	Cullivoe	P.	5	60	33	..	12	13	1	26	1	..	..	144	39	16	..	..	6	..	..	83	..	..	..	45	16	9
2580	East Yell	P.	5	44	39	2	12	10	2	32	1	..	..	88	57	17	..	..	7	..	..	7	..	..	..	57	9	6
1906	Gutcher	P.	5	30	15	1	4	6	..	11	p	..	..	115	46	16	..	..	6	..	..	48	..	..	..	44	7	6
694	Mid Yell	P.	5	92	43	1	12	20	1	34	1	..	1	184	58	25	..	..	9	..	..	97	..	..	..	81	0	0
6510	Northavoe	P.	5	42	36	5	12	15	..	32	1	..	..	79	42	19	..	..	7	..	..	10	..	..	..	41	12	3
122	Ulsta	P.	5	30	22	8	3	11	4	21	p	..	..	66	44	18	..	..	5	..	..	2	2	..	..	47	7	9
166	Westsandwick	P.	5	36	27	2	12	11	1	26	1	..	..	75	48	14	..	..	5	..	..	6	..	..	..	50	5	3
1884	West Yell	P.	5	50	22	..	10	9	1	20	p	..	..	75	43	13	..	..	5	..	..	14	1	..	..	42	14	9
	Total			5341	3938	378	1160	1547	231	3306	85	19	12	10480	5455	2024	17	145	747	312	44	1502	18	250	283	5368	6	10
	STIRLING.																											
	Airth. (289)																											
2135	Airth	P.	3	182	173	29	60	64	6	159	3	1	..	452	155	124	..	30	35	..	..	100	8	..	..	178	17	10
1220	South Alloa	P.	3	100	59	18	16	20	1	50	1	..	1	224	62	44	..	40	12	..	..	63	2	..	..	57	5	3
3548	Dunmore Village	E.	3	84	58	11	19	20	..	50	1	1	..	158	50	28	7	40	10	..	18	..	4	..	..	54	1	6
	Baldernock. (106)																											
3920	Baldernock	P.	2	122	73	11	24	23	3	61	1	1	..	294	81	34	..	40	..	..	..	139	..	..	..	70	10	3
	Balfron. (196)																											
4807	Balfron	P.	2	208	161	22	52	56	4	184	3	..	..	473	162	82	..	30	32	..	..	165	3	..	..	152	4	0
	Buchanan. (76)																											
639	Buchanan	P.	6	65	44	2	11	18	10	41	2	..	..	389	95	28	..	50	14	..	..	197	..	10	..	87	0	2
4453	*Inversnaid	P.	6																									
828	Sallochy	P.	6	38	13	2	5	5	..	12	1	..	..	96	28	5	..	..	3	..	..	61	..	..	..	28	2	3
	Campsie. (1085)																											
296	Craighead	P.	4	260	212	38	57	69	16	180	3	2	..	591	213	100	..	..	37	3	..	239	..	..	..	236	12	0
4742	Glen	P.	4	86	24	13	11	..	..	24	p	..	..	71	20	11	..	..	4	..	..	30	..	..	6	23	10	6
8298	Lennoxtown	P.	4	450	358	64	107	117	31	319	4	3	1	914	424	196	..	..	74	..	..	177	43	..	..	401	6	3
297	Torrance	P.	5	276	165	50	38	49	9	146	2	2	1	460	169	88	..	20	33	..	..	133	17	..	..	167	12	6
3263	Lennoxtown, St. Machan's	R.C.	10	288	230	36	71	97	..	204	4	..	..	586	241	130	33	..	33	..	..	..	10	..	..	226	2	1
	Denny § 67. (1773)																											
4506	Denny	P.	3	1042	852	168	268	289	71	791	17	2	..	2319	994	460	..	..	172	..	..	537	9	..	147	1041	4	8
6500	Dennyloanhead	P.	3	130	173	41	59	69	..	169	3	1	..	455	..	40	..	..	38	..	..	377	..	..	..	187	12	9
864	Lawhill	P.	3	50	35	6	8	14	3	31	1	1	..	171	32	12	..	40	7	..	..	75	..	..	6	34	15	3

* New School - Grant to run as from 1st June, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division.)	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools)	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 79)	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from Annual Grant, 1905-1906. £	Income of School derived from Grant in Relief of Fees £	Income of School derived from Aid Grant to Voluntary Schools. £	Income of School derived from General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers. £	Income of School derived from General Aid Grant. Paid on Average Attendance. £	Income of School derived from Endowment. £	Income of School derived from Voluntary Contributions. £	Income of School derived from Rates. £	Income of School derived from School Fees and Books sold to Children. £	Income of School derived from Grants from Local Authorities to Secondary and Technical Education. £	Income of School derived from Other Sources. £	Annual Grant paid at end of School Year 1906-1907. £ s. d.
	STIRLING—*cont.*																									
	Denny—*cont.*																									
1272	Longcroft	P.	3	452	396	88	126	150	6	365	6	3	..	1162	512	184	..	..	103	..	..	270	1	.	92	400 6 9
2907	Denny	R.C.	11	332	336	78	102	119	..	299	3	3	..	778	310	176	44	..	44	..	120	..	11	..	..	321 8 8
	Drymen. (201)																									
3670	Auchentroig	P.	3	59	33	1	8	20	..	29	1	..	..	114	50	19	..	..	7	..	..	38	..	..	..	48 5 0
239	Drymen	P.	2	150	99	13	29	44	5	91	2	1	..	367	123	61	..	..	23	..	..	161	..	..	..	109 17 4
1066	*Finnich Combination*	P.	3	51	40	15	16	6	..	37	1	..	..	105	42	20	..	..	7	..	..	36	..	..	..	47 16 6
	Dunipace § 67. (483)																									
3753	Dunipace	P.	6	359	240	51	82	83	..	216	4	..	..	700	233	141	..	..	52	..	..	273	..	..	..	232 12 3
1131	Torwood	P.	6	112	48	12	13	12	..	37	1	1	..	183	36	18	..	40	7	..	..	82	..	..	..	39 6 9
	Falkirk (Burgh) § 67. (4164)																									
1409	Bainsford	P.	4	975	940	214	304	293	46	857	19	1	1	2547	925	484	..	..	182	..	..	828	129	..	..	1020 4 8
905	Camelon	P.	4	1080	853	176	252	308	36	772	17	1	1	2191	886	460	..	..	173	..	..	673	..	..	..	904 1 10
6428	Carmuirs	P.	4	800	726	167	244	237	32	650	14	2	1	1817	717	372	..	..	140	..	..	578	11	..	..	809 8 1
3125	Central	P.	4	384	341	86	134	81	..	304	6	2	..	987	259	167	..	..	63	..	..	398	61	..	..	330 4 0
1572	Comely Park	P.	4	901	896	182	315	297	37	831	17	..	1	2181	960	470	..	..	176	..	..	449	185	..	..	998 10 7
2376	¶High	P.	4	427	412	54	123	182	..	359	8	1	1	1255	426	221	..	..	83	..	..	211	318	..	..	418 11 3
2265	Northern	P.	4	1141	755	157	248	248	32	680	15	..	..	2681	750	398	..	..	149	..	..	1259	124	..	..	796 6 0
6400	Victoria	P.	4	1389	1123	218	377	380	58	1033	24	1	1	3061	1259	622	..	..	233	..	..	779	168	..	..	1276 10 0
3124	St. Francis	R.C.	11	503	492	71	154	189	..	414	4	5	1	978	360	237	54	..	54	5	202	..	17	..	5	458 8 9
	Falkirk (Landward) § 67. (3427)																									
1192	Auchengean	P	12	118	74	8	21	38	..	67	2	..	..	267	81	34	..	..	10	..	..	142	..	..	..	84 18 0
2993	*Bonnybridge*	P.	12	762	566	123	191	207	26	547	12	1	4	2021	690	330	..	..	84	11	..	906	..	..	..	687 4 6
547	Greenhill	P.	12	516	417	87	131	137	21	376	9	..	4	1830	435	231	..	..	55	..	..	609	..	..	..	451 9 10
1232	Lauriston	P.	12	944	644	183	213	206	31	583	12	..	5	1885	673	335	..	..	85	..	..	776	16	..	..	712 17 10
	Fintry. (56)																									
3130	Fintry Stewart's	P.	2	68	69	9	21	28	..	58	1	1	..	231	81	41	..	40	14	40	..	16	..	..	..	68 10 11
	Gargunnock. (116)																									
3149	Gargunnock	P.	2	167	84	18	24	38	..	75	2	..	..	272	80	51	..	..	..	..	..	115	17	..	..	82 12 6

	GRANGEMOUTH § 67. (3691)																										
2995	Bothkennar	P.	9	405	258	45	79	113	..	287	5	1	..	809	294	155	..	..	40	..	..	300	17	4	..	259	12	8
3550	Dundas	P.	9	1005	636	3	328	234	..	565	11	..	4	1433	628	334	..	..	82	..	..	387	3	..	..	655	14	0
5866	Grange	P.	6	648	423	..	..	320	59	379	9	..	1	1527	498	202	..	..	77	..	..	743	8	..	..	594	4	4
5866 H.G.	Grange, H.G.	H.G. P.	6	146	95	..	..	1	85	86	4	..	..	808	379	58	..	..	21	..	..	200	..	150	..	359	17	10
6464	Grangemouth, Infant	P.	9	560	399	259	94	..	..	358	7	..	2	915	356	218	..	..	53	..	..	288	..	..	..	364	10	6
3838	Polmont	P.	9	273	219	42	70	86	..	198	4	1	4	829	236	125	..	..	31	..	..	436	..	..	..	222	3	6
3592	Polmont, Redding Village	P.	9	212	191	57	95	21	..	173	3	..	3	429	186	106	..	..	26	..	..	105	..	..	6	185	17	3
1394	Polmont, Shieldhill	P.	9	300	292	67	99	99	..	265	5	1	3	705	293	157	..	..	39	..	..	187	28	..	2	291	15	3
6451	Redding	P.	9	448	334	..	11	217	58	286	7	..	2	1088	428	135	..	..	45	..	..	430	..	..	..	448	17	8
3585	Wallacestone	P.	9	395	335	100	154	29	..	283	6	..	2	769	304	173	..	..	43	..	..	249	..	..	..	294	19	9
592	Zetland	P.	9	371	378	88	145	104	..	337	6	1	3	974	354	189	..	..	47	..	..	381	3	..	..	374	11	3
6409	Sacred Heart	R.C.	9	102	80	18	21	30	..	69	2	..	..	197	78	44	11	..	11	..	35	..	5	..	..	74	8	0
	KILLEARN. (136)																										
167	Killearn	P.	2	210	86	12	22	37	5	76	2	1	..	369	105	50	..	40	..	..	..	175	..	..	..	92	2	1
	KILSYTH (Town) § 67. (1739)																										
168	Academy	P.	6	1666	1484	293	460	508	58	1319	28	..	8	3280	1544	784	..	..	197	..	..	64	130	..	561	1554	4	0
168 H.G.	* Academy	H.G. P.	6																									
3735	Kilsyth	R.C.	11	349	342	82	108	111	..	301	4	3	1	687	290	191	45	..	45	2	43	..	21	..	..	304	19	3
	KILSYTH (Landward). (560)																										
6259	Banknock	P.	2	200	167	35	55	62	..	152	3	1	1	435	148	84	..	30	..	..	..	173	..	..	..	166	5	0
4522	Banton	P.	2	183	154	32	46	58	..	136	2	2	1	415	130	78	..	30	..	..	..	176	..	..	1	147	2	6
470	Chapel Green	P.	2	196	174	42	56	52	..	150	2	2	..	394	165	97	..	30	..	..	..	102	..	..	..	159	15	0
	KIPPEN. (288)																										
1097	Arnprior	P.	1	100	67	10	20	26	..	56	1	1	..	217	64	34	..	40	8	..	..	70	..	..	..	60	14	6
4486	*Bucklyvie*	P.	1	120	96	11	30	39	..	80	2	..	..	272	105	60	..	..	14	..	..	92	..	..	..	86	10	3
3234	Kippen	P.	1	191	145	23	48	51	10	132	2	2	..	430	165	78	..	20	20	..	..	148	..	..	..	163	8	9
	LARBERT § 67. (2489)																										
6339	Carron	P.	12	720	588	131	185	188	32	536	11	2	3	1651	638	329	..	..	81	..	..	267	4	..	334	648	1	11
2688	*Carronshore*	P.	12	580	506	111	151	160	37	459	9	3	..	1470	542	277	..	..	68	..	..	303	..	..	281	563	9	3
4524	Larbert, Central	P.	12	1148	1006	214	316	309	64	903	19	..	2	2628	1089	533	..	..	134	..	..	312	7	..	554	1119	7	8
3256	Larbert, Village	P.	12	1037	684	127	202	225	33	587	13	2	1	1957	730	380	..	..	92	..	..	376	..	..	380	730	7	3
	LOGIE. (700)																										
2990	Bridge of Allan	P.	3	550	337	69	100	118	11	298	4	3	1	988	353	178	..	..	67	..	..	386	5	..	..	345	4	6
3619	Causewayhead	P.	3	120	95	21	30	31	..	82	2	..	..	279	81	45	..	..	17	..	..	136	..	..	..	87	19	3
	MUIRAVONSIDE. (1280)																										
2708	Blackbraes	P.	1	366	347	82	99	109	8	298	6	3	..	907	335	173	..	..	44	..	..	353	..	..	2	340	7	8
851	Drumbowie	P.	1	541	331	71	102	123	2	298	5	4	..	1003	328	179	..	..	44	..	..	451	..	..	2	332	1	1
1130	Maddiston, Infant	P.	1	112	79	40	30	2	..	72	1	2	..	225	77	40	..	..	11	..	..	96	..	..	..	70	12	6
542	Muiravonside	P.	1	235	185	38	31	81	7	157	3	2	1	584	191	98	..	..	25	..	..	271	..	..	1	190	12	1
	ST. NINIAN'S. (1698)																										
2424	Bannockburn	P.	1	648	549	98	198	176	16	483	9	..	3	1280	553	193	..	..	71	..	..	434	29	..	..	561	0	3
3931	Cambusbarron	P.	1	251	247	46	73	82	26	227	5	1	1	707	311	146	..	..	36	..	..	213	..	..	1	288	14	9
5877	Cowie	P.	1	538	345	80	122	108	8	313	6	1	..	732	305	173	..	..	41	..	..	213	..	..	..	350	7	11
3114	East Plean	P.	1	350	329	78	104	103	7	292	6	..	1	734	294	180	..	..	41	..	..	219	..	..	..	316	1	3
338	Fallin	P.	1	60	45	11	15	13	..	39	2	..	..	144	47	23	..	..	5	..	..	70	..	..	..	56	9	3
3378	Milton	P	1	150	111	27	36	37	..	100	2	1	..	322	105	61	..	40	15	..	..	102	..	..	..	106	18	9

* New School—Grant to run as from 1st August, 1907.

List of Schools aided from Parliamentary Grant—*Continued.*

Official N umber.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division.)	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant. In Respect of Additional Staff or Gaelic Speaking Teachers.	General Aid Grant. Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	STIRLING—*cont.*																									
	ST. NINIAN'S—*cont.*																									
664	Muirland	P.	2	40	12	3	5	4	..	12	1	..	..	111	31	9	..	..	..	..	..	71	..	..	..	28 2 6
64	West Plean	P	1	100	61	11	22	18	..	51	2	..	..	197	59	36	..	50	8	..	..	48	..	..	..	55 1 3
6122	Bannockburn, St. Mary's	R.C.	9	353	200	47	62	63	..	172	3	1	..	359	161	94	23	..	23	..	46	..	13	..	..	190 13 11
4116	Sauchie, Female	..	2	71	34	5	12	13	..	30	1	.	..	123	46	17	4	..	..	..	56	..	..	..	..	47 16 9
	SLAMANNAN § 67. (1283)																									
1653	*Avonbridge*	P.	5	223	204	38	67	71	..	176	3	1	2	494	175	104	..	..	39	..	..	175	1	..	1	193 0 9
1438	Limerigg	P.	5	332	140	26	39	58	..	123	2	1	1	460	173	97	..	..	36	..	..	153	1	..	1	136 14 0
2696	Rosemount	P.	5	146	129	36	39	40	..	115	2	1	2	410	130	71	..	..	27	..	..	182	..	..	..	126 6 6
4284	Slamannan	P.	5	618	356	64	111	121	17	313	5	..	3	876	381	208	..	..	78	..	..	205	..	..	4	310 11 2
3041	Barnsmuir	R.C.	5	132	51	8	18	21	..	47	1	..	..	134	60	33	8	..	12	..	21	..	..	..	..	51 9 9
	STIRLING (Burgh). (3520)																									
804	Abbey	P.	4	69	55	11	22	19	..	52	2	..	..	169	50	28	..	40	11	..	..	40	..	..	..	56 2 3
3879	Allan's	P.	4	876	810	134	243	323	57	757	16	2	4	2165	993	447	..	..	168	32	..	506	17	..	3	1011 0 9
336	Craig's	P.	5	701	697	102	225	247	45	619	14	1	6	1836	812	378	..	..	140	..	..	509	3	..	..	811 18 0
665	¶High	P.	5	244	191	27	73	63	..	163	5	..	2	763	211	112	..	..	42	..	..	168	231	..	..	186 1 0
3313	St. Ninian's	P.	4	360	390	77	128	126	13	344	8	1	..	1060	388	199	..	..	74	..	..	364	5	..	1	408 14 8
277	Territorial	P.	5	768	621	113	212	208	30	563	12	1	2	1552	675	326	..	..	122	..	..	434	2	..	2	704 18 10
3364	Episcopal	E.	2	422	299	52	107	106	..	265	4	3	..	615	286	161	37	..	..	..	18	..	13	..	27	290 6 0
2687	St. Mary's	R.C.	11	547	455	85	142	156	..	383	6	2	..	744	384	251	57	..	57	8	..	..	21	..	..	418 13 0
	STRATHBLANE. (149)																									
3372	Strathblane	P.	1	243	114	17	38	37	10	102	2	1	..	497	127	64	..	..	16	..	..	239	..	..	2	127 7 9
	TOTAL			36642	29165	5766	9229	9968	1182	26145	534	92	93	79886	30528	15487	323	690	4690	95	560	22925	1661	164	2419	31360 10 11
	SUTHERLAND.																									
	ASSYNT § 67. (419)																									
3117	Achmelvich	P.	7	50	36	5	11	12	..	28	1	..	..	82	47	18	..	..	7	..	..	10	..	..	..	45 11 6
2964	Assynt	P.	7	28	7	..	2	5	..	7	p	..	..	60	27	6	..	..	2	..	..	25	.	..	..	24 9 9
555	Drumbaig	P.	7	58	58	7	14	19	5	45	2	..	..	111	78	25	..	10	9	..	..	..	..	..	..	85 14 3
4006	Elphine	P.	7	55	20	4	7	7	7	25	1	..	..	124	55	16	..	..	6	..	..	48	..	..	..	55 10 9

2116	Lochinver	P.	7	124	79	11	15	20	20	66	2	..	1	241	129	83	..	10	15	..	..	50	..	..	..	182	8	4
2620	Stoer	P.	7	194	161	23	46	55	1	125	2	1	..	321	133	78	..	..	25	80	..	55	..	..	..	*138*	*10*	8
6190	Unapool	P.	7	24	11	2	5	3	..	10	p	..	..	68	31	9	..	..	8	..	..	24	..	..	..	27	14	9
	CLYNE § 67. (325)																											
3028	Clyne	P.	6	327	217	38	73	63	..	177	4	1	2	582	274	110	..	..	41	..	..	79	..	..	77	248	16	0
3028 H.G.	Clyne H.G.	H.G. P.	6	77	82	..	..	..	25	25	2	..	..	323	118	17	..	..	7	..	..	89	..	80	18	100	0	0
1140	Doll	P.	6	82	80	1	10	14	..	25	1	..	..	88	34	16	..	..	6	..	..	23	..	..	11	33	5	6
815	Strathbora	P.	6	28	16	1	4	9	..	14	p	..	..	104	42	12	..	..	4	..	..	38	..	..	8	83	13	9
	CREICH. (279)																											
2860	Bonar Bridge	P.	6	245	129	22	37	41	14	114	2	1	1	566	196	74	..	40	28	..	..	229	..	..	..	204	16	3
2608	Invershin	P.	6	40	17	..	3	9	1	13	1	..	..	93	38	10	..	..	4	..	..	41	..	..	..	38	16	3
2261	Larachan	P.	6	100	47	5	13	17	5	40	1	1	..	155	70	23	..	..	9	..	..	52	..	..	..	73	3	3
616	Rosehall	P.	6	90	55	6	11	25	3	45	1	1	1	273	104	32	..	50	12	..	..	75	..	..	..	96	17	8
	DORNOCH § 67. (486)																											
1713	Balvraid	P	6	80	52	1	15	26	..	42	1	1	..	134	73	26	..	40	10	..	..	..	..	..	..	70	5	0
3087	Dornoch Burgh	P.	6	273	176	21	52	83	..	156	3	1	4	451	240	96	..	..	36	..	..	56	..	..	24	239	9	3
3087 H.G	Dornoch Burgh H.G.	H.G. P.	6	104	22	..	..	..	29	29	1	..	..	359	159	21	..	..	8	..	..	92	..	80	..	144	12	9
2992	Embo	P.	6	161	165	54	39	55	..	148	2	1	..	296	175	82	..	..	31	..	..	8	..	..	..	187	6	3
2599	Rearquhar	P.	6	100	38	6	13	14	..	33	1	..	..	84	40	18	..	..	7	..	..	19	..	..	..	42	12	0
2164	Skibo	P.	6	82	36	8	15	10	..	33	1	1	..	109	48	18	..	..	7	..	..	37	..	..	..	51	16	0
	DURNESS. (153)																											
2361	Durine	P.	7	130	92	11	30	30	14	85	2	1	..	426	116	52	..	40	..	60	..	158	..	..	..	151	3	6
4804	Laid	P.	7	40	20	1	5	12	..	18	1	..	..	284	90	81	..	..	12	..	..	151	..	..	..	..		
	EDDRACHILLIS § 67. (262)																											
2614	Badcall Inchard	P.	7	80	52	9	14	16	4	43	2	..	..	238	75	29	..	60	11	34	..	29	..	..	..	79	1	0
6393	Fanagmore	P.	8	32	23	2	9	7	1	19	1	..	..	129	42	12	..	..	5	..	..	70	..	..	..	40	17	9
2349	Old Shore	P.	7	84	77	9	23	34	1	67	1	1	..	324	87	43	..	40	16	..	..	139	..	..	..	87	15	9
3115	Scourie	P	7	87	48	8	12	19	3	42	1	1	..	293	79	30	..	10	11	..	..	163	..	..	..	78	11	3
	FARR. (432)																											
2762	Armadale	P.	3	54	25	5	7	8	..	20	p	..	..	124	42	18	..	..	5	..	..	65	..	..	..	40	10	6
1113	Dalhalvaig	P.	3	60	45	2	16	14	8	40	2	..	..	240	68	25	..	50	9	..	..	88	..	..	..	80	10	6
817	Farr	P.	3	108	80	9	22	31	5	67	2	..	..	332	122	52	..	..	19	..	..	140	..	..	..	101	12	11
1743	Kirtomy	P.	3	62	34	4	10	10	2	26	1	..	..	111	53	17	..	..	7	..	..	34	..	..	..	49	16	6
2801	Melvich	P.	3	149	109	21	35	36	7	99	1	1	1	231	136	59	..	..	22	..	..	13	..	..	..	135	3	6
6504	Strathnaver	P.	3	60	34	6	9	13	..	28	p	..	..	150	37	14	..	..	5	..	..	94	..	..	..	55	7	0
2570	Strathy	P.	3	90	66	6	19	23	2	55	1	1	..	202	87	35	..	40	13	25	..	1	..	..	..	77	11	11
	GOLSPIE § 67. (310)																											
3178	Golspie	P.	6	291	231	25	83	93	..	201	4	..	4	610	344	138	..	..	53	..	..	75	..	..	..	326	0	8
3178 H.G.	Golspie H.G.	H.G. P.	6	93	38	..	..	..	35	35	2	..	..	340	128	17	..	..	6	60	..	58	..	70	..	157	4	0
6470 H.G.	Sutherland Technical, H.G.	..	6	134	47	..	..	..	45	45	3	..	..	1234	200	19	5	..	7	..	694	..	..	150	159	285	7	2
	KILDONAN. (336)																											
3095	Helmsdale	P	6	322	214	33	72	77	..	182	5	..	2	538	262	110	..	..	41	..	..	125	..	..	..	263	0	9
3095 H.G.	Helmsdale, H.G.	H.G. P.	6	52	21	..	..	..	18	18	1	..	..	294	94	12	..	..	5	..	..	103	..	80	..	78	4	4
4563	Kildonan	P.	5	29	18	1	4	5	5	15	1	..	..	83	32	8	..	..	3	..	..	39	..	..	..	33	3	0
1987	Kinbrace	P.	5	34	25	3	7	8	3	21	1	..	..	87	57	16	..	..	7	..	..	7	..	..	..	45	16	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
								Above 10.										General Aid Grant.								
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division.)	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	SUTHERLAND—*cont.*																									
	LAIRG. (180)																									
4029	Lairg	P.	6	128	103	6	37	46	..	89	3	..	2	273	156	53	..	30	22	..	..	5	..	..	2	147 7 3
4029 H.G.	Lairg, H.G.	H.G. P.	6	76	27	..	..	..	23	23	1	..	..	264	100	12	..	..	5	..	..	68	..	80	..	105 19 1
1876	Shinness	P.	6	78	20	1	9	8	..	18	1	..	..	88	40	11	..	..	4	..	..	33	..	..	..	38 13 6
	LOTH. (87)																									
3797	Loth	P.	6	60	16	2	4	9	..	15	p	..	..	62	35	9	..	..	4	..	..	15	..	..	..	33 14 0
4562	Portgower	P.	6	51	32	7	6	18	..	31	1	..	..	89	53	19	..	..	7	..	..	9	..	..	..	55 6 6
	ROGART. (169)																									
3896	Blarich	P.	6	81	40	3	13	15	3	34	1	1	..	195	58	20	..	40	5	..	..	69	..	..	..	58 3 9
2285	Rhilochan	P.	6	43	25	6	7	6	..	19	1	..	..	128	30	11	..	..	4	..	..	33	..	..	..	32 18 0
3795	Rogart	P.	6	109	65	6	21	21	5	53	2	..	..	220	105	34	..	50	13	..	..	19	..	..	..	101 8 9
	TONGUE § 67. (365)																									
3381	Melness	P.	7	205	91	11	21	42	..	74	2	1	..	330	92	47	..	40	33	..	..	74	..	..	39	74 12 10
2170	Skerray	P.	7	110	100	14	26	36	7	83	1	2	..	291	120	53	..	30	43	..	..	1	..	..	44	102 14 0
199	Tongue	P.	7	109	73	7	25	30	1	63	2	..	1	337	114	48	..	50	39	..	..	46	..	..	40	109 10 0
	TOTAL			5363	3300	433	931	1162	302	2828	82	18	19	13171	5161	1803	5	630	717	209	694	3022	..	540	417	5090 19 10
	WIGTOWN.																									
	GLASSERTON. (188)																									
3168	Glasserton	P.	2	94	47	7	16	16	..	39	2	..	..	255	60	33	..	50	..	..	..	112	..	..	..	58 11 6
148	Knock	P.	2	91	32	7	12	7	..	26	1	1	..	207	32	16	..	..	..	..	..	158	..	..	..	39 12 0
724	Ravenstone	P.	2	74	41	4	13	16	..	33	2	..	..	291	50	24	..	..	..	..	..	216	..	..	1	51 11 6
	INCH. (421)																									
3005	Cairnryan	P.	4	81	41	7	12	18	..	37	1	..	..	132	52	22	..	..	8	..	..	51	..	..	..	58 2 0
3194	Castle Kennedy	P.	4	115	90	11	27	34	..	72	1	1	..	246	79	43	..	..	16	..	..	108	..	..	..	79 6 0
367	Inchparks	P.	4	141	86	12	23	35	..	70	2	1	..	276	82	45	..	40	17	..	..	91	..	..	..	77 1 9
2684	*Lochans*	P.	4	168	132	20	38	54	..	112	2	1	..	317	133	71	..	..	27	..	..	86	..	..	..	124 19 6

	KIRKCOLM. (261)																									
3705	Douloch	P.	4	105	75	9	24	29	..	62	2	..	..	246	81	39	..	50	15	..	..	61	..	..	..	78 8 9
3668	Kirkcolm-	P.	4	168	113	12	30	53	..	95	2	1	..	316	89	47	..	40	18	..	..	122	..	..	..	105 19 9
984	Village	P.	4	49	50	19	26	..	..	45	1	..	..	84	42	25	..	..	9	..	..	9	..	..	..	46 3 1
	KIRKCOWAN. (207)																									
737	Darnow	P.	4	50	25	2	12	7	..	21	1	..	..	101	37	13	..	..	5	..	..	46	..	..	..	87 12 9
10	Kirkcowan	P.	4	239	200	81	57	88	..	176	2	..	1	496	186	102	..	..	38	..	..	169	..	..	..	197 13 6
	KIRKINNER. (268)																									
3875	Kirkinner	P.	3	178	135	25	45	41	..	111	2	..	..	326	118	89	..	..	..	..	..	118	..	..	1	119 11 3
4483	Longcastle	P.	3	109	71	15	20	24	..	59	2	..	..	238	65	50	..	..	..	..	..	124	..	..	..	63 10 0
2474	Malzie	P.	3	57	28	4	7	14	..	25	1	..	..	103	43	21	..	..	..	..	..	38	..	..	..	42 15 0
	KIRKMAIDEN. (412)																									
3696	Central	P.	4	230	151	22	44	56	5	127	3	..	2	460	149	73	..	..	27	..	..	193	..	25	2	151 13 0
2492	Northern	P.	4	190	124	18	35	50	3	106	2	1	..	493	119	60	..	40	23	..	..	252	..	..	..	120 14 0
3242	Southern	P.	4	85	53	13	14	24	..	51	2	..	..	220	64	29	..	50	11	..	..	66	..	..	..	65 5 0
	LESWALT. (197)																									
3559	Larbrax	P.	4	60	55	9	14	30	..	43	1	..	..	188	50	22	..	..	8	..	..	58	..	..	..	61 18 0
178	Leswalt	P.	4	200	138	19	36	56	..	111	2	2	..	321	97	53	..	..	20	..	..	151	..	..	..	126 6 0
	MOCHRUM. (420)																									
1276	Culshabbin	P.	2	60	53	9	14	22	3	48	1	1	..	216	63	29	..	40	11	..	..	78	..	..	..	68 16 0
2912	Elrig	P.	2	80	43	8	12	16	..	86	1	1	..	173	38	23	..	40	8	..	..	63	..	..	2	39 2 0
544	Mochrum	P.	2	132	108	15	33	37	6	91	2	1	..	281	107	60	..	40	22	..	..	51	..	..	1	107 18 3
3700	Port William	P.	2	240	174	32	45	52	10	139	3	1	..	454	151	80	..	30	29	..	..	187	..	25	1	166 0 3
	NEW LUCE. (122)																									
673	Glenwhilly	P.	3	31	28	5	8	12	..	25	1	..	..	73	41	14	..	..	5	..	..	12	..	..	..	42 7 0
2806	New Luce	P.	3	154	100	19	29	34	..	82	3	..	..	266	95	53	..	40	20	1	..	51	..	..	7	88 18 0
	OLD LUCE or GLENLUCE. (413)																									
3092	Drochduil	P.	3	120	73	14	21	28	..	68	2	..	..	225	77	42	..	..	16	..	..	91	..	..	..	68 8 6
3519	Glenluce Academy	P.	3	313	234	40	76	75	18	209	4	..	4	581	233	121	..	..	45	..	..	168	..	14	..	257 13 4
2100	Glen of Luce	P.	3	132	89	15	29	29	..	73	1	..	2	200	100	45	..	..	17	..	..	39	..	..	..	98 7 6
	PENNINGHAME. (623)																									
3021	Challoch	P	2	49	36	6	11	15	..	32	2	..	..	126	31	15	..	50	..	..	..	30	..	..	..	35 7 3
2355	Corsbie, Infants	P.	11	121	90	77	..	..	..	77	1	..	1	156	70	39	..	..	10	..	..	37	..	..	..	75 18 0
2629	Grange	P.	2	100	63	8	20	23	..	51	1	1	..	177	69	31	..	40	..	..	..	38	..	..	..	72 4 0
444	Loudon	P.	2	54	49	13	15	12	..	40	1	..	..	81	45	24	..	..	..	..	..	12	..	..	..	46 15 10
3321	Penninghame	P.	11	292	243	..	90	135	..	225	5	1	1	687	268	135	..	..	35	7	..	243	..	..	..	264 13 9
3969	{ Newton Stewart, St. Ninian's }	R.C.	11	145	50	16	15	14	..	45	1	..	..	94	47	26	7	..	7	..	7	..	..	..	..	46 0 6
	PORTPATRICK. (209)																									
2781	Portpatrick	P.	5	277	149	29	46	50	2	127	2	1	..	398	156	85	..	..	32	..	..	125	..	..	..	139 18 6
	SORBIE. (288)																									
3151	Garlieston	P.	2	225	162	48	41	48	11	143	3	..	1	408	162	87	..	..	81	..	..	124	..	..	..	168 17 6
2679	Sorbie	P.	2	202	132	16	34	60	..	110	2	1	..	337	130	63	..	..	25	..	..	118	..	..	..	122 19 0
	STONEYKIRK. (525)																									
2139	Ardwell	P.	5	160	117	21	33	45	..	99	2	1	..	327	104	57	..	40	21	..	..	104	..	..	..	107 16 3
2496	Meoul	P.	5	102	87	12	29	35	..	76	2	..	..	249	84	43	..	..	16	..	..	107	..	..	..	88 6 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year 1906-1907.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79)	Pupil Teachers.		Annual Grant, 1905-1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division.)	(Supplementary Courses or Higher Grade Schools).									In Respect of Additional Staff or Gaelic Speaking Teachers.	Paid on Average Attendance.							
														£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	WIGTOWN—*cont.*																									
	STONEYKIRK—*cont.*																									
2623	Sandhead - - - - -	P.	5	117	96	16	32	34	..	82	2	1	..	333	85	50	..	..	19	..	..	180	..	..	..	83 16 0
3004	Stoneykirk, No. 2 - -	P.	5	193	120	15	38	45	..	98	3	..	..	356	116	64	..	..	24	..	..	152	..	..	..	107 15 9
	STRANRAER (Burgh) § 67. (1237)																									
102	Academy - - - - -	P.	5	345	363	57	107	116	54	334	6	3	2	1120	457	202	..	..	76	..	..	209	..	..	86	454 18 6
2464	Lewis Street, Elementary -	P	12	459	342	61	107	144	..	312	6	2	1	936	363	187	..	..	49	..	..	337	..	..	..	345 19 6
2098	Sheuchan - - - - -	P.	12	302	264	55	92	90	..	237	5	..	2	694	261	136	..	..	35	..	..	264	..	..	..	259 15 6
1237	St. Joseph's - - - - -	R.C.	12	170	112	24	28	52	..	104	2	1	..	285	109	61	15	40	15	..	45	..	..	..	..	113 9 0
	WHITHORN. (436)																									
4087	Isle of Whithorn - - -	P.	2	131	101	25	20	32	..	77	2	..	..	310	88	53	..	..	..	..	..	168	..	..	..	83 17 0
188	Whithorn - - - - -	P.	2	313	322	49	85	111	20	265	4	2	1	684	171	163	..	..	..	..	..	280	..	70	..	171 0 9
	WIGTOWN. (350)																									
26	Burgh and Parish - -	P.	9	356	270	33	74	89	21	217	5	..	..	679	273	132	..	..	33	..	..	160	11	70	..	272 8 9
1833	All Souls - - - - -	R.C.	9	105	43	7	9	18	..	34	p	..	..	137	86	21	5	..	5	..	69	..	..	..	..	85 2 0
	TOTAL - -			7970	5810	1011	1698	2110	153	4972	110	26	18	16314	5659	3017	27	630	847	8	122	5659	11	205	99	

TABLE

SUMMARY OF PRECEDING

COUNTY.	Number of Schools.	Population of School Age (5—14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division).	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools).	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated (including Prov. Cert. Teachers).	Number of Teachers. Assistant Teachers (Art. 79).	Number of Teachers. Pupil Teachers.
Aberdeen - -	295	63,997	78,166	62,755	10,478	19,745	20,522	4,797	55,542	1,204	167	332
Argyll - -	170	13,708	20,081	11,699	1,727	3,432	4,163	1,034	10,356	304	54	66
Ayr - - -	179	52,739	60,049	49,598	8,552	15,817	16,479	2,598	43,446	839	180	224
Banff - - -	87	13,630	19,167	13,145	2,352	3,927	3,784	1,546	11,609	256	53	97
Berwick - -	52	5,608	8,124	4,969	914	1,485	1,781	177	4,357	101	32	13
Bute - - -	23	3,234	3,483	2,798	375	875	1,044	185	2,479	66	4	10
Caithness - -	68	6,567	10,260	6,526	1,127	1,872	2,230	477	5,706	141	21	43
Clackmannan -	21	6,419	7,952	5,911	1,167	1,809	2,015	383	5,374	117	13	40
Dumbarton -	65	22,701	27,513	23,384	4,219	7,353	7,901	1,145	20,618	408	79	74
Dumfries - -	105	13,726	19,625	13,147	2,426	3,930	4,544	608	11,508	241	66	63
Edinburgh - -	177	86,743	95,014	77,984	13,761	24,039	25,071	5,945	68,816	1,475	173	354
Elgin - - -	55	8,894	12,289	8,381	1,558	2,438	2,396	840	7,232	169	25	46
Fife - - -	152	43,498	54,108	44,246	8,510	13,613	14,084	2,570	38,777	775	146	202
Forfar - -	160	53,495	57,924	48,147	8,981	14,499	15,493	3,338	42,311	914	135	153
Haddington -	42	7,514	9,233	7,258	1,377	2,194	2,306	320	6,197	125	30	32
Inverness - -	190	16,905	22,449	14,861	2,041	4,201	5,448	1,038	12,728	294	95	90
Kincardine -	52	6,481	8,503	5,731	1,057	1,764	1,773	442	5,036	122	26	12
Kinross - -	8	1,238	1,573	1,207	213	389	420	51	1,073	23	6	2
Kirkcudbright -	70	7,749	10,746	6,999	1,246	2,055	2,470	382	6,153	145	35	21
Lanark - -	409	256,671	282,156	241,349	37,939	76,717	82,823	11,396	208,875	4,252	644	989
Linlithgow -	47	14,705	17,665	15,133	2,927	4,752	4,558	736	12,973	241	51	71
Nairn - - -	13	1,623	1,924	1,546	273	450	447	134	1,304	29	8	9
Orkney - -	60	4,884	7,089	4,012	500	1,217	1,313	414	3,444	101	23	31
Peebles - -	21	2,618	3,512	2,286	425	683	773	147	2,028	51	12	2
Perth - - -	169	21,787	28,968	19,406	3,383	6,051	6,585	909	16,928	430	69	62
Renfrew - -	103	57,205	62,229	54,411	8,632	17,044	19,077	3,218	47,971	899	170	252
Ross - - -	140	14,788	18,879	13,326	1,759	3,732	4,543	1,170	11,204	236	101	100
Roxburgh - -	69	8,758	12,268	7,465	1,299	2,223	2,626	491	6,639	167	26	26
Selkirk - -	24	4,271	5,647	3,733	641	1,195	1,260	197	3,293	85	9	24
Shetland - -	65	4,861	5,341	3,938	378	1,160	1,547	221	3,306	85	19	12
Stirling - -	92	29,505	36,642	29,165	5,766	9,229	9,968	1,182	26,145	534	92	93
Sutherland -	52	3,809	5,363	3,309	433	931	1,162	302	2,828	82	18	19
Wigtown - -	50	6,577	7,970	5,810	1,011	1,098	2,110	153	4,972	110	26	18
TOTAL - -	3,285	866,908	1,021,912	813,695	137,447	252,519	272,716	48,546	711,228	15,021	2,614	3,585

No. 4.

TABLE UNDER COUNTIES.

Expenditure on Maintenance of School.	Income of School Derived from											Annual Grant paid at end of School Year, 1906–1907.		
	Annual Grant, 1905–1906.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.		Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
				In respect of additional Staff or Gaelic-speaking Teachers.	Paid on Average Attendance.									
£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
174,632	72,098	33,364	680	4,288	10,253	2,618	1,167	43,510	4,052	1,519	1,215	73,131	5	11
44,278	18,930	6,561	108	1,735	2,341	546	323	11,999	513	1,107	255	18,807	12	2
130,948	52,674	26,062	558	560	7,641	628	1,769	34,311	3,489	1,911	1,350	54,234	16	6
36,576	15,349	7,128	219	1,245	2,226	1,166	635	7,224	159	325	444	16,637	18	4
16,336	5,432	2,718	7	1,040	965	1	97	5,837	98	80	61	5 277	1	0
9,491	3,326	1,504	32	230	565	113	157	2,909	333	300	22	3,331	10	5
20,555	9,205	3,585	3	930	1,065	261	27	4,280	—	504	1,113	9,342	4	8
19,234	7,264	3,459	82	80	1,060	1	202	5,260	629	445	671	7,077	9	7
65,334	24,736	12,420	611	450	4,217	105	1,263	18,520	1,184	1,395	456	25,777	13	11
38,543	14,399	6,870	217	630	2,234	1,010	671	11,164	498	695	221	14,491	19	0
253,381	90,398	39,823	1,579	832	11,580	527	2,818	96,621	5,318	2,273	1,706	93,924	14	0
24,025	9,375	4,354	89	540	1,334	1,460	284	5,395	22	357	793	9,864	13	11
110,408	47,175	22,629	184	1,275	7,110	375	476	29,330	963	892	391	48 029	15	2
136,945	55,002	26,138	864	1,748	6,546	288	1,700	38,591	4,493	1,391	341	55,329	15	9
18,531	7,485	3,679	32	442	1,185	259	135	5,071	66	64	173	7,667	15	2
45,224	20,387	7,895	119	2,428	2,701	367	428	10,492	155	303	54	20,696	3	0
15,821	6,415	2,976	64	710	941	64	278	4,190	52	112	22	6,366	17	4
3,469	1,279	678	22	210	145	2	54	1,055	—	—	24	1,291	1	4
21,125	8,388	3,841	75	1,022	1,270	273	272	5,861	32	380	28	7,995	10	4
699,274	256,392	123,200	6,327	1,070	33,739	1,441	23,226	225,238	15,442	8,132	4,788	268 548	0	4
36,972	15,674	7,617	340	130	2,776	756	672	8,761	250	431	119	15,976	9	8
3,777	1,764	806	12	136	280	72	—	732	2	—	—	1,691	6	5
12,753	6,179	2,067	—	940	781	512	—	1,905	9	250	196	5,894	13	8
7,909	2,533	1,186	20	350	446	11	89	3,092	44	16	124	2,649	8	7
60,226	21,350	9,558	207	2,200	3,331	342	933	21,465	530	177	282	21,602	4	1
146,341	59,571	27,005	1,320	220	6,453	423	4,099	40,047	2,218	1,859	2,459	62,924	18	11
40,351	18,792	6,783	20	2,159	1,756	365	117	9,070	12	853	684	18,650	19	0
23,982	8,177	3,939	47	1,028	1,077	70	206	8,730	14	456	238	9,244	17	0
11,374	4,196	2,004	69	200	488	—	232	4,026	56	65	45	4,143	1	7
10,430	5,455	2,024	17	145	747	312	44	1,502	18	250	283	5,363	6	10
79,886	30,525	15,487	328	690	4,690	95	560	22,925	1,661	164	2,419	31,360	10	11
13,171	5,161	1,808	5	630	717	209	694	3,022	—	540	417	5,090	19	10
16,314	5,659	3,017	27	630	847	8	122	5,689	11	205	99	5,735	11	9
2,347,678	910,749	422,176	14,274	30,923	123,559	14,677	43,750	697,827	42,323	27,948	21,493	938,152	6	1

TABLE No. 5.

LIST OF FEE-PAYING SCHOOLS, 1906–1907.

(1) PUBLIC SCHOOLS SANCTIONED UNDER ARTICLE 134 OF THE CODE.

OFFICIAL NUMBER.	COUNTY.	NAME OF SCHOOL.	Amount of School Fees paid by Scholars.			Number of Scholars Paying Fees.	Number of Free Scholars.	TOTAL.
			£	s.	d.			
4640	Aberdeen	Aberdeen, Ashley Road	844	14	8	1,052	20	1,072
4260 H.G.	,,	Peterhead (B) Academy, Higher Grade	131	10	6	65	186	251
2415	Argyll	Campbeltown (B) Grammar	183	18	5	258	145	403
2415 H.G.	,,	Campbeltown (B) Grammar, Higher Grade	78	12	0	85	47	132
2724	Ayr	Ardrossan Academy	222	5	9	200	2	202
2724 H.G.	,,	Ardrossan Academy, Higher Grade	139	6	0	57	83	140
603	,,	Ayr (B) Grammar	471	7	10	458	19	477
1352	,,	Kilmarnock (B) Academy	422	16	8	414	22	436
1352 H.G.	,,	Kilmarnock (B) Academy, Higher Grade	379	12	1	167	171	338
6447	,,	Monkton and Prestwick High	118	8	11	128	38	166
3586	Bute	Rothesay (B) Academy and Thomson's Institution	204	6	11	200	47	247
3586 H.G.	,,	Rothesay (B) Acadamy and Thomson's Institution, Higher Grade	96	14	11	61	20	81
202	Clackmannan	Alloa (Town) Academy	186	10	9	316	22	338
202 H.G.	,,	Alloa (Town) Academy, Higher Grade	231	9	3	45	57	102
3813	Dumbarton	Dumbarton (B) Academy	216	15	10	212	58	270
3813 H.G.	,,	Dumbarton (B) Academy, Higher Grade	97	12	6	35	76	111
2073	,,	Kirkintilloch (Town), Lenzie Academy	191	0	9	171	..	171
4448	,,	Row, Helensburgh Hermitage	236	5	6	299	7	306
4448 H.G.	,,	Row, Helensburgh Hermitage, Higher Grade	97	4	0	55	33	88
112	Dumfries	Annan Academy	170	3	1	225	..	225
4685	Edinburgh	Leith (B) Academy	908	13	10	681	16	697
4918	,,	Leith (B) Trinity Academy	799	7	0	661	23	684
39	,,	Musselburgh (B) Grammar	143	15	0	140	23	163
39 H.G.	,,	Musselburgh (B) Grammar, Higher Grade	7	15	0	3	84	87
1631	Fife	Dunfermline (B) High (Primary)	198	1	10	189	..	189
5649	,,	Kirkcaldy (B) High (Elementary Department)	420	10	8	311	12	323
5652	Forfar	Arbroath (B) High (Elementary Department)	161	3	0	116	9	125
138	,,	Brechin (B) High (Lower Department)	74	13	1	72	..	72
4682	,,	Broughty Ferry (Town), Grove Academy	329	19	10	294	26	320
4382 H.G.	,,	Broughty Ferry (Town) Grove Academy, Higher Grade	187	6	9	109	100	209
629	,,	Dundee (B), Harris Academy	672	9	5	511	..	511
629 H.G.	,,	Dundee (B), Harris Academy, Higher Grade	687	17	6	346	201	547
4678	,,	Dundee (B), Morgan Academy	594	6	11	460	..	460
4678 H.G.	,,	Dundee (B), Morgan Academy, Higher Grade	283	0	3	136	112	248
4502	,,	Forfar (B) Academy	136	15	0	120	3	123
552	,,	Montrose (B) Academy	174	6	6	142	..	142
5222	Haddington	North Berwick High (Elementary Department)	47	15	0	37	1	38
385 H.G.	Lanark	Glasgow, John Street, Bridgeton, Higher Grade	119	10	0	86	186	272
705 H.G.	,,	Glasgow, Kent Road, Higher Grade	117	8	9	88	209	297
6431 H.G.	,,	Glasgow, Provanside, Higher Grade	68	11	3	59	107	166
4802 H.G.	,,	Glasgow, Whitehill, Higher Grade	355	9	9	220	249	469
932 H.G.	,,	Glasgow, Woodside, Higher Grade	298	14	3	152	192	344
1824	,,	Govan, Bellahouston Academy	748	7	0	691	..	691
1824 H.G.	,,	Govan, Bellahouston Academy, Higher Grade	328	7	8	144	150	294
615	,,	Govan, Hillhead	1,279	17	3	901	..	901
900	,,	Govan, Partick, Hamilton Crescent	640	18	11	575	..	573
900 H.G.	,,	Govan, Partick, Hamilton Crescent, Higher Grade	223	18	6	81	175	256
1022	,,	Govan, Pollokshields, Albert Road	580	9	8	528	1	529
1022 H.G.	,,	Govan, Pollokshields, Albert Road, Higher Grade	187	3	3	61	87	148
4738	,,	Hamilton (B) Academy (Elementary Department)	218	5	6	159	6	165
5659	Perth	Callander, McLaren High (Elementary)	85	10	0	57	10	67
2376	Stirling	Falkirk (B) High	313	9	3	404	10	414
665	,,	Stirling (B) High	231	4	11	187	1	188

(2) VOLUNTARY SCHOOLS NOT CLAIMING GRANT IN RELIEF OF FEES.

			£	s.	d.			
3420 H.G.	Aberdeen	Aberdeen, George St. Practising, C.S., Higher Grade	141	8	3	23	57	80
3343	Banff	Fordyce, Portsoy Durn Road	20	9	11	32	..	32
4528	Edinburgh	Edinburgh, St. James' Episcopal	168	3	9	136	42	178
4694	,,	Edinburgh, St. Mary's Cathedral, Albany St., R.C.	54	5	0	99	..	99
4694 H.G.	,,	Edinburgh St. Mary's Cathedral, Albany St., R.C., Higher Grade	58	14	2	32	..	32
32	,,	Edinburgh, James Gillespie's	1,766	0	1	1,257	64	1,321
32 H.G.	,,	Edinburgh, James Gillespie's, Higher Grade	406	18	1	235	8	243
6484	Lanark	Glasgow, Garnethill Convent, R.C.	197	16	6	201	..	201
5622	,,	Glasgow, Our Lady and St. Francis, R.C.	86	5	1	122	..	122
5622 H.G.	,,	Glasgow, Our Lady and St. Francis, R.C., Higher Grade	98	2	6	161	..	161
449	,,	Glasgow, St. Mungo's Academy, R.C.	245	16	0	120	..	120
449 H.G.	,,	Glasgow, St. Mungo's Academy, R.C., Higher Grade	208	18	6	139	..	139
6113	,,	Govan, Dowanhill Practising, R.C.	88	7	0	77	36	113
6113 H.G.	,,	Govan, Dowanhill Practising, R.C., Higher Grade	114	0	0	68	117	185
4736	Perth	Perth (B), Sharp's Institution (Lower Department)	286	6	2	219	13	232
6516 H.G.	Renfrew	Paisley (B), St. Margaret's, R.C., Higher Grade	21	18	0	15	39	54
3654	,,	Paisley (B), John Neilson Institution	838	5	9	595	136	731
3654 H G	,,	Paisley (B), John Neilson Institution, Higher Grade	420	7	3	131	30	161

TABLE NO. 6.

LIST OF HIGHER GRADE SCHOOLS (OR DEPARTMENTS) ON THE ANNUAL GRANT LIST.

COUNTY.	NAME OF SCHOOL.	Denomination.	AVERAGE ATTENDANCE.			
			1st Year.	2nd Year.	Beyond 2nd Year.	TOTAL.
Aberdeen	Aberdeen, Central	P.	330	414	198	942
„	„ George-s., Practising	C.S.	28	26	32	86
„	„ John-st., Practising	U.F.C.	18	4	6	28
„	* „ Queen's Cross	R.C.	–	–	–	–
„	*Dyce, Dyce Village	P.	–	–	–	–
„	Ellon	P.	12	18	12	42
„	Fraserburgh Academy	P.	74	26	27	127
„	Huntly, Gordon	P.	37	31	21	89
„	*Insch	P.	–	–	–	–
„	Inverurie	P.	24	17	5	46
„	Kemnay	P.	38	13	7	58
„	*Kintore	P.	–	–	–	–
„	*Methlick	P.	–	–	–	–
„	*Old Deer, Maud	P.	–	–	–	–
„	*Peterculter, Craigton	P.	–	–	–	–
„	Peterhead Academy	P.	90	104	54	248
„	Turriff	P.	40	29	32	101
Argyll	Campbeltown Grammar	P.	53	35	51	139
„	Dunoon Grammar	P.	49	31	30	110
„	Kilarrow and Kilmeny, Bowmore	P.	13	14	6	33
„	Oban, High	P.	60	42	29	131
„	*Tarbert	P.	–	–	–	–
Ayr	Ardrossan Academy	P.	53	43	36	132
„	*Dalmellington	P.	–	–	–	–
„	Dalry	P.	43	16	7	66
„	*Dundonald, Troon, Portland	P.	–	–	–	–
„	Girvan (Town)	P.	46	21	9	76
„	Kilmarnock Academy	P.	137	111	84	332
„	Largs	P.	28	11	7	46
„	Maybole, Carrick Academy	P.	50	15	12	77
„	Old Cumnock	P.	21	22	–	43
„	*Stevenston	P.	–	–	–	–
Banff	Aberlour	P.	29	18	24	71
„	Banff Academy	P.	40	34	43	117
„	*Cullen	P.	–	–	–	–
„	Fordyce Academy	P.	20	19	45	84
„	Keith Grammar	P.	27	27	50	104
„	Mortlach	P.	30	23	26	79
„	Rathven, Buckie	P.	45	39	19	103
Bute	Rothesay Academy and Thomson's Institution	P.	39	22	24	85
Caithness	Halkirk	P.	9	18	–	27
„	Latheron, Lybster	P.	7	6	11	24
„	Olrig, Castletown	P.	7	6	12	25
„	Thurso, Miller Institution	P.	37	24	33	94
„	Wick (B), Pulteneytown Academy	P.	67	47	55	169
Clackmannan	Alloa Academy	P.	43	43	31	117
„	Alva Academy	P.	44	19	19	82
Dumbarton	Bonhill, Vale of Leven Academy	P.	41	22	20	83
„	Dumbarton Academy	P.	69	40	19	128
„	Kirkintilloch (T), Lenzie Academy	P.	71	41	16	128
„	New Kilpatrick	P.	36	18	6	60
„	Old Kilpatrick, Clydebank	P.	61	29	21	111
„	Row, Helensburgh Hermitage	P.	51	31	17	99
Dumfries	Annan Academy	P.	25	18	13	56
„	Dryfesdale, Lockerbie Academy	P.	58	27	32	117
„	Langholm Academy	P.	27	21	15	63
„	Moffat Academy	P.	24	8	10	42
Edinburgh	Colinton, Juniper Green, Male	P.	37	18	7	62
„	Dalkeith (T), King's Park	P.	38	18	8	64
„	Edinburgh, Boroughmuir	P.	363	393	257	1013
„	„ Broughton	P.	231	200	117	548
„	* „ Portobello	P.	–	–	–	–
„	„ Normal Practising (*now closed*)	C.S.	25	24	8	57
„	† „ „ and Model	U.F.C.	40	27	20	87
„	„ St. Mary's Cathedral, Albany-street	R.C.	38	–	–	38
„	„ St. Thomas of Aquin's	R.C.	16	19	11	46
„	„ James Gillespie's	–	130	63	44	237
„	Lasswade	P.	45	21	14	80
„	Leith (B) Academy	P.	127	138	85	350
„	„ „ Trinity Academy	P.	56	46	28	130

* New School—Grant to run as from 1st August, 1907.

† Now known as Edinburgh Provincial Normal School.

LIST OF HIGHER GRADE SCHOOLS—*continued.*

COUNTY.	NAME OF SCHOOL	Denomination.	AVERAGE ATTENDANCE.			
			1st Year.	2nd Year.	Beyond 2nd Year.	TOTAL.
Edinburgh	Musselburgh Grammar	P.	43	25	14	82
„	Penicuik	P.	24	20	6	60
„	West Calder	P.	35	22	11	68
Elgin	Bellie Fochabers, Milne's Institution	–	28	13	22	63
„	Cromdale, Grantown	P.	38	20	13	71
„	Forres Burgh	P.	18	20	21	59
„	Rothes	P.	23	9	–	32
Fife	Burntisland	P.	42	23	14	79
„	Ferryport-on-Craig	P.	49	18	16	83
„	Forgan, Newport	P.	27	25	16	68
„	Newburgh	P.	18	10	7	35
„	Scoonie, Leven	P.	30	19	13	62
„	Wemyss, Buckhaven	P.	42	7	6	55
Forfar	Broughty Ferry, Grove Academy	P.	96	81	27	204
„	Dundee, Harris Academy	P.	249	109	194	552
„	„ Morgan „	P	123	63	70	256
„	† „ Lawside, St. Joseph's Convent	R.C.	–	–	–	–
„	Kirriemuir, Webster's Seminary	P.	23	13	19	55
Haddington	Dunbar (B)	P.	34	33	14	81
Inverness	Inverness (B) High	P.	91	59	32	182
„	Kilmallie, Fort William	P.	20	16	28	64
„	Kingussie	P.	20	20	38	78
„	Portree	P.	25	10	14	49
„	Urquhart, etc., Glen Urquhart	P.	5	6	13	24
Kirkcudbright	Kelton, Castle Douglas	P.	28	23	15	66
„	Urr, Dalbeattie	P.	25	12	16	53
Lanark	Airdrie (B) Academy	P.	75	39	41	155
„	Avondale, Strathaven Academy	P.	25	16	14	55
„	Biggar High	P.	23	15	15	53
„	Bothwell, Bellshill Academy	P.	50	23	20	93
„	„ Uddingston Grammar	P.	71	34	35	140
„	„ Elmwood Convent	R.C.	27	24	–	51
„	Cambuslang, West Coats	P.	56	19	11	86
„	Cambusnethan, Wishaw	P.	82	41	35	158
„	Carluke	P.	44	25	31	100
„	Dalziel High	P.	89	42	39	170
„	„ Motherwell	R.C.	59	30	25	114
„	Glasgow, John St., Bridgeton	P.	147	85	33	265
„	„ Kent Road	P.	168	71	54	293
„	„ Provanside	P.	106	45	14	165
„	„ Whitehill	P.	255	120	105	480
„	„ Woodside	P.	170	118	66	354
„	„ Our Lady and St. Francis	R.C.	75	48	24	147
„	„ St. Mungo's Academy	R.C.	73	55	27	155
„	Govan, Bellahouston Academy	P.	166	78	58	302
„	„ Fairfield	P.	114	78	16	208
„	„ Partick, Hamilton Crescent	P.	184	87	28	269
„	„ Pollokshields, Albert Road	P.	70	48	22	140
„	„ Strathbungo	P.	83	25	22	130
„	„ Dowanhill Practising	R.C.	61	49	60	170
„	Hamilton (L), Low Waters	P.	32	22	8	62
„	Lanark (B) Grammar	P.	50	37	24	111
„	Larkhall Academy	P.	62	23	25	110
„	Lesmahagow Senior	P.	45	13	13	71
„	Maryhill, North Kelvinside	P.	99	74	36	209
„	Old Monkland, Coatbridge	P.	59	42	23	124
„	Rutherglen, Stonelaw	P.	48	37	–	85
„	Shettleston, Eastbank	P.	48	10	12	70
„	Springburn	P.	42	28	12	82
Linlithgow	Bathgate (T.) Academy	–	66	26	21	113
„	Bo'ness Academy	P.	60	39	33	132
Orkney	Kirkwall (B)	P.	31	29	44	104
„	Stromness	P.	19	12	16	47
Perth	Blairgowrie	P.	29	19	8	56
„	Dull, Aberfeldy	P.	21	30	–	51
„	*Dunkeld Royal	P.				
„	Moulin, Pitlochry	P.	14	14	2	30
Renfrew	Cathcart, Queen's Park	P.	143	76	80	299
„	Eastwood, Shawlands Academy	P.	117	56	33	206
„	Greenock (B), Holmscroft	P.	195	133	91	419
„	Neilston, Barrhead	P.	100	–	–	100
„	Paisley (B), Camphill	P.	128	67	24	219
„	„ „ St. Margaret's	R.C.	23	28	–	51
„	„ „ John Neilson Institution	–	63	117	–	180
„	*Paisley (L), Johnstone	P.	–	–	–	

* New School—Grant to run as from 1st August, 1907.
† New School—Grant to run as from 1st September, 1907.

List of Higher Grade Schools—*continued.*

County.	Name of School.	Accommodation	Average Attendance.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Renfrew	Port Glasgow (B), Jean Street	P.	117	–	–	117
Ross	Cromarty	P.	12	10	–	22
„	Dingwall Academy	P.	44	47	49	140
„	Lochalsh, Plockton	P.	9	17	–	26
„	Lochbroom, Ullapool	P.	18	17	–	35
„	Rosemarkie, Fortrose Academy	P.	15	9	9	33
„	Rosskeen, Invergordon „	P.	29	23	22	74
„	Stornoway, Nicolson Institute	P.	58	34	58	150
Roxburgh	Hawick (B), Buccleuch	P.	46	26	9	81
„	Jedburgh (B) Grammar	P.	50	13	6	69
Shetland	Lerwick, Anderson Educl. Inst.	P.	23	16	18	57
Stirling	Grangemouth, Grange	P.	39	31	16	86
„	*Kilsyth (T) Academy	P.	–	–	–	–
Sutherland	Clyne	P.	11	3	11	25
„	Dornoch Burgh	P.	5	8	16	29
„	Golspie	P.	16	15	4	35
„	Golspie, Sutherland Technical	–	16	7	22	45
„	Kildonan, Helmsdale	P.	10	5	3	18
„	Lairg	P.	11	5	7	23
	Total		8,734	5,719	4,014	18,467

* New School—Grant to run as from 1st August, 1907.

TABLE No. 7.

List of Additional Grants paid to School Boards (under Section 67, Education (Scotland) Act, 1872, and Section 1, Education (Scotland) Act, 1897), during the year ended 31st August, 1907.

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY	AMOUNT.		
			£	s.	d.
Aberdeen (Burgh)	Aberdeen	1906	5,109	5	8
Aberdour	"	1907	18	14	10
Airdrie (Burgh)	Lanark	1906	962	9	6
Alloa (Town)	Clackmannan	"	431	6	4
Alloa (Landward)	"	"	125	0	8
Alva	"	1907	279	6	3
Applecross	Ross	1906	70	6	5
Arbroath (Burgh)	Forfar	"	753	11	9
Ardnamurchan	Argyll	"	23	9	6
Assynt	Sutherland	"	80	1	8
Auchindoir & Kearn	Aberdeen	"	23	4	6
" "	"	1907	20	13	8
Auchterderran	Fife	1906	160	17	10
"	"	1907	113	17	9
Avoch	Ross	"	34	13	10
Banff (Burgh)	Banff	1906	200	2	0
Barra	Inverness	"	405	5	3
Barry	Forfar	"	71	18	3
Barvas	Ross	"	486	15	10
Beath	Fife	"	1,657	11	3
Beith	Ayr	1907	131	8	7
Benholm	Kincardine	"	35	17	10
Biggar	Lanark	1906	52	4	3
Blantyre	"	1907	302	6	8
Boharm	Banff	1906	10	2	3
Bonhill	Dumbarton	1907	238	0	5
Bo'ness and Carriden	Linlithgow	1906	680	12	2
" "	"	1907	770	9	10
Bothwell	Lanark	1906	554	10	3
Bower	Caithness	"	41	1	10
Boyndie	Banff	"	114	2	9
Brechin (Burgh)	Forfar	1907	371	13	8
Bressay	Shetland	1906	43	13	2
"	"	1907	45	5	2
Broughty Ferry	Forfar	"	282	11	0
Cabrach	Banff	1906	5	2	9
Cadder	Lanark	"	212	4	6
Calderhead	"	"	223	10	5
Campbeltown (Burgh)	Argyll	"	525	19	8
Cardross	Dumbarton	"	81	2	5
Careston	Forfar	1907	21	12	1
Carluke	Lanark	"	272	16	0
Carnock	Fife	1906	19	6	6
Clackmannan	Clackmannan	"	73	8	2
Clarkson	Lanark	1905	114	4	7
"	"	1906	202	17	3
Clyne	Sutherland	"	85	13	10
"	"	1907	81	15	0
Craig	Forfar	1906	135	0	0
Cromarty	Ross	1907	73	13	10
Cromdale	Elgin	1906	15	9	3
Cross and Burness	Orkney	"	7	15	10
Cruden	Aberdeen	"	104	4	10
Cullen	Banff	1907	230	8	9
Cumlodden	Argyll	1906	14	1	1
Dalgety	Fife	1907	47	12	4
Dalmellington	Ayr	"	285	10	0
Dalry	"	1905	191	0	10
"	"	1906	210	16	2
Dalserf	Lanark	"	167	6	9
Dalziel	"	"	988	1	8
Daviot	Aberdeen	1907	4	1	8
Delting	Shetland	"	69	15	4
Denny	Stirling	"	362	7	8
Dingwall	Ross	1906	124	4	6
Dornoch	Sutherland	"	44	0	6
Douglas Water	Lanark	1907	91	9	0
Drainie	Elgin	1906	167	3	7
Duffus	"	"	249	4	2
Duirinish	Inverness	"	238	18	11
Dumbarton (Burgh)	Dumbarton	"	515	18	10
Dumfries (Landward)	Dumfries	1907	118	8	5
Dundee (Burgh)	Forfar	1906	1,554	0	11
Dunfermline (Landward)	Fife	1907	244	15	2
Dunipace	Stirling	1907	66	8	6
Dunnet	Caithness	"	56	1	8
Dunnichen	Forfar	"	22	17	10
Dunnottar	Kincardine	"	78	16	5
Dunrossness	Shetland	1906	180	8	6
Dysart (Burgh)	Fife	"	477	14	0
Eday	Orkney	"	18	3	6
Eddrachillis	Sutherland	"	38	12	10
Elgin (Burgh)	Elgin	"	316	12	3
" (Landward)	"	"	111	11	2
Ellon	Aberdeen	"	94	9	11
Enzie	Banff	1907	115	17	8
Evie and Rendall	Orkney	1906	19	1	6
Eyemouth	Berwick	"	182	5	8
Falkirk (Burgh)	Stirling	"	2625	18	4
" (Landward)	"	1907	759	15	8
Fearn	Ross	1906	56	9	5
Ferry-Port-on-Craig	Fife	"	131	8	3
Fetlar	Shetland	"	14	5	1
Firth and Stenness	Orkney	"	42	19	6
Fordyce	Banff	"	202	9	2
Forfar (Burgh)	Forfar	"	299	18	6
Forres (Burgh)	Elgin	"	166	18	5
"	"	1907	222	10	0
Fraserburgh	Aberdeen	"	201	17	7
Friockheim	Forfar	1906	19	15	1
"	"	1907	49	5	11
Gairloch	Ross	1906	164	7	8
Galston	Ayr	"	208	11	4
Gamrie	Banff	"	217	11	2
"	"	1907	194	11	6
Gigha and Cara	Argyll	1906	4	13	7
Girvan (Town)	Ayr	1907	104	15	1
Glassary	Argyll	1905	52	19	4
"	"	1906	39	6	6
Glenarary and Inverarary	"	1907	23	0	0
Glenrinnes	Banff	"	11	14	7
Golspie	Sutherland	1906	44	17	11
Grangemouth	Stirling	1907	866	4	4
Hamilton (Burgh)	Lanark	1906	1,208	16	1
" "	"	1907	1,216	1	11
Harray and Birsay	Orkney	1906	76	19	2
Harris	Inverness	"	458	0	10
Holm	Orkney	"	17	17	5
Hoy and Graemsay	"	1907	41	16	6
Huntly	Aberdeen	1906	347	17	10
Insch	"	"	58	8	8
Inverurie	"	"	177	14	7
"	"	1907	230	16	9
Irvine (Burgh)	Ayr	1906	415	8	5
Keig	Aberdeen	"	13	12	4
Keiss	Caithness	"	67	12	6
Keith	Banff	"	227	1	5
Kelton	Kirkcudbright	"	77	1	1
Kemnay	Aberdeen	"	100	3	9
Kennoway	Fife	1907	50	16	10
Kilbirnie	Ayr	1906	257	11	9
Kilbrandon and Kilchattan	Argyll	"	70	8	10
Kilchoman	"	1907	59	0	4
Kilfinichen and Kilvickeon	"	1906	89	0	11
Killarow and Kilmeny	"	1907	44	8	10
Kilmarnock (Burgh)	Ayr	1906	1,101	15	10
"	"	1907	1,314	6	2
Kilmuir	Inverness	1906	79	5	0
"	"	1907	78	8	0
Kilmuir Easter	Ross	1906	58	4	0
"	"	1907	48	4	6
Kilrenny	Fife	1906	166	15	9
"	"	1907	198	7	5
Kilsyth (Town)	Stirling	1906	523	18	10
Kininmouth	Aberdeen	1907	25	14	4
Kinloss	Elgin	1906	2	2	7

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT.		
			£	s.	d.
Kintore	Aberdeen	1907	80	10	6
Kirkcaldy (Burgh)	Fife	1906	708	15	10
Kirkintilloch (Town)	Dumbarton	1907	463	4	0
Kirknewton and East Calder	Edinburgh	1906	29	13	3
" "	"	1907	29	10	4
Kirkwall (Burgh)	Orkney	1906	89	17	5
Kirriemuir	Forfar	"	134	2	6
Knockbain	Ros	"	4	1	4
Lady	Orkney	"	36	5	1
Lanark (Burgh)	Lanark	1907	284	12	0
Langholm	Dumfries	"	130	0	1
Larbert	Stirling	"	1,519	9	7
Larkhall	Lanark	"	991	1	1
Lasswade	Edinburgh	1906	214	11	6
Latheron	Caithness	"	287	3	7
"	"	1907	277	9	5
Leadhills	Lanark	1906	70	0	1
Leith (Burgh)	Edinburgh	"	863	5	7
Lerwick	Shetland	"	214	2	7
"	"	1907	223	13	10
Leslie	Fife	1906	60	19	4
Linlithgow	Linlithgow	1907	215	13	8
Lochalsh	Ross	1906	46	6	11
Lochbroom	"	"	87	6	5
Lochcarron	"	"	18	11	1
Lochgelly	Fife	"	1,126	7	2
"	"	1907	1,158	6	8
Lochgilphead	Argyll	1906	70	9	11
Lochs	Ross	"	308	6	2
Logie Buchan	Aberdeen	"	16	0	5
Longside	"	1907	25	10	2
Lyne and Meggat	Peebles	1906	11	11	9
Markinch	Fife	1907	172	15	10
Marnoch	Banff	1906	105	8	4
Maryhill	Lanark	"	537	10	6
Maybole	Ayr	"	391	18	9
Meldrum	Aberdeen	1907	8	17	2
Mid-Calder	Edinburgh	"	166	16	11
Monquhitter	Aberdeen	1906	71	15	2
Montrose (Burgh)	Forfar	1907	577	10	3
Mortlach	Banff	1906	121	19	10
Muirkirk	Ayr	1907	242	2	10
Musselburgh (Burgh)	Edinburgh	"	245	16	11
Nairn (Burgh)	Nairn	"	154	2	9
Neilston	Renfrew	1906	478	0	7
Nesting, &c.	Shetland	"	120	9	5
Newburgh	Fife	1907	50	3	5
New Byth	Aberdeen	1906	39	10	1
New Deer	"	"	113	7	4
Newhills	"	"	111	12	2
New Monkland	Lanark	"	195	2	5
New Pitsligo	Aberdeen	1907	34	18	6
North Knapdale	Argyll	"	6	6	6
Northmavine	Shetland	1906	72	16	6
North Uist	Inverness	"	459	17	6
Old Cumnock	Ayr	1907	174	15	0
Old Deer	Aberdeen	"	68	3	5
Old Kilpatrick	Dumbarton	1906	1,203	10	9
Olrig	Caithness	"	33	1	4
Orphir	Orkney	"	20	14	2
Paisley (Burgh)	Renfrew	"	1,770	14	3
Peterhead (Burgh)	Aberdeen	1907	766	3	2
Peterhead (Landward)	"	1906	108	6	6
" "	"	1907	133	5	10
Pitsligo	Aberdeen	1906	145	17	11
Pittenweem	Fife	"	58	2	7
Portree	Inverness	1907	191	8	4
Prestonpans	Haddington	1906	65	3	11
Rathen	Aberdeen	"	82	3	6
Rathven	Banff	"	882	8	2
"	"	1907	932	5	0
Rattray	Perth	1906	4	3	0
Renfrew (Burgh)	Renfrew	"	408	10	5
Renfrew(Laudward)	"	"	208	3	6
Rhynie	Aberdeen	"	20	13	11
Rosskeen	Ross	1907	189	5	8
Rothes	Elgin	1906	84	6	3
Rothiemay	Banff	"	43	5	1
Rousay and Egilshay	Orkney	"	12	17	10
Rutherglen	Lanark	"	897	16	4
St. Andrew's and Deerness	Orkney	"	42	17	8
St. Monance	Fife	1907	115	8	8
Sandsting and Aithsting	Shetland	1906	113	5	11
Selkirk (Burgh)	Selkirk	1907	71	17	5
Shapansay	Orkney	"	28	9	2
Shettleston	Lanark	1906	942	0	9
Slamannan	Stirling	1907	823	4	1
Sleat	Inverness	"	147	3	11
Snizort	"	"	174	12	9
South Ronaldshay and Burray	Orkney	1906	114	1	1
South Uist	Inverness	"	507	16	10
Springburn	Lanark	"	661	14	9
Stenscholl	Inverness	1907	97	14	5
Stevenston	Ayr	1906	257	3	3
Stobhill	Edinburgh	1907	119	6	2
Stonehouse	Lanark	"	82	17	8
Stornoway	Ross	1906	886	16	7
Stranraer (Burgh)	Wigtown	"	116	16	1
Strath	Inverness	1907	174	11	6
Stromness	Orkney	"	107	16	3
Stronsay	"	1906	7	4	4
Tarbat	Ross	"	20	3	1
"	"	1907	37	16	10
Tarbert	Argyll	1906	147	6	11
Thurso	Caithness	"	323	14	6
Tillicoultry	Clackmannan	1907	282	11	5
Tingwall, &c.	Shetland	1906	95	7	7
Tongue	Sutherland	"	123	8	8
Torphichen	Linlithgow	"	234	13	2
Tranent	Haddington	1907	356	18	5
Turriff	Aberdeen	"	161	10	10
Tyree	Argyll	1906	154	0	1
Uig	Ross	"	375	8	7
Unst	Shetland	"	23	14	11
Urquhart and Logie Wester	Ross	1907	56	19	6
Urr	Kirkcudbright	1906	183	15	8
"	"	1907	191	12	5
Walls, Sandness, &c.	Shetland	1906	89	10	3
Walls and Flotta	Orkney	1907	52	9	4
Watten	Caithness	1906	8	8	3
West Calder	Edinburgh	1907	355	16	1
Whitburn	Linlithgow	1906	244	17	9
Wick (Burgh)	Caithness	1907	866	15	11
Yell	Shetland	1906	166	16	9

SUMMARISED STATISTICS OF ANNUAL GRANT SCHOOLS.

TABLE No. 8.

Showing under Counties the POPULATION in 1901, the NUMBER of DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1907, the ACCOMMODATION, and the AVERAGE NUMBER of SCHOLARS on the SCHOOL REGISTERS during year, and in AVERAGE ATTENDANCE in those SCHOOLS.

County.	Population (April 1901).	Population of School Age (5–14) (April 1901).	Number of Schools, *i.e.*, Institutions under separate Management.							Accommodation.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.
			Public.	Church of Scotland.	United Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	304,439	63,997	265	6	3	11	6	4	295	78,166	62,755	55,542
Argyll	73,642	13,708	163	—	—	3	4	—	170	20,081	11,699	10,356
Ayr	254,468	52,739	152	1	—	1	21	4	179	60,049	49,598	43,446
Banff	61,488	13,630	75	—	—	4	6	2	87	19,167	13,145	11,609
Berwick	30,824	5,608	50	—	—	—	—	2	52	8,124	4,960	4,357
Bute	18,787	3,234	21	—	—	—	2	—	23	3,483	2,798	2,479
Caithness	33,870	6,567	67	—	—	—	—	1	68	10,260	6,526	5,706
Clackmannan	32,029	6,419	18	—	—	1	1	1	21	7,952	5,911	5,374
Dumbarton	113,865	22,701	55	—	—	1	9	—	65	27,513	23,384	20,618
Dumfries	72,571	13,726	96	—	—	1	2	6	105	19,625	13,147	11,508
Edinburgh	488,796	86,743	134	2	2	10	20	9	177	95,014	77,984	68,816
Elgin or Moray	44,800	8,894	48	2	—	1	1	3	55	12,289	8,381	7,232
Fife	218,840	43,498	147	—	—	1	4	—	152	54,108	44,246	38,777
Forfar	284,082	53,495	144	—	—	5	7	4	160	57,924	48,147	42,311
Haddington	38,665	7,514	40	—	—	—	2	—	42	9,233	7,258	6,197
Inverness	90,104	16,905	174	1	—	3	9	3	190	22,449	14,861	12,728
Kincardine	40,923	6,481	45	1	—	3	—	3	52	8,503	5,731	5,036
Kinross	6,981	1,238	7	—	—	—	—	1	8	1,573	1,207	1,073
Kirkcudbright	39,383	7,749	64	1	—	1	4	—	70	10,746	6,999	6,153
Lanark	1,339,327	256,671	330	1	1	1	72	4	409	282,156	241,349	208,375
Linlithgow	65,708	14,705	38	—	—	—	6	3	47	17,665	15,133	12,973
Nairn	9,291	1,623	11	—	—	—	1	1	13	1,924	1,546	1,304
Orkney	28,699	4,884	60	—	—	—	—	—	60	7,089	4,012	3,444
Peebles	15,066	2,618	18	—	—	1	—	2	21	3,512	2,286	2,028
Perth	123,283	21,787	155	2	—	4	3	5	169	28,963	19,466	16,928
Renfrew	268,980	57,205	79	—	—	1	19	4	103	62,229	54,411	47,971
Ross and Cromarty	76,450	14,788	138	—	—	2	—	—	140	18,879	13,826	11,204
Roxburgh	48,804	8,758	66	—	—	2	1	—	69	12,268	7,465	6,639
Selkirk	23,356	4,271	20	—	—	1	2	1	24	5,647	3,733	3,295
Shetland	28,166	4,861	63	1	—	1	—	—	65	5,341	3,938	3,306
Stirling	142,291	29,505	81	—	—	2	8	1	92	36,642	29,165	26,145
Sutherland	21,440	3,809	51	—	—	—	—	1	52	5,363	3,309	2,823
Wigtown	32,685	6,577	47	—	—	—	3	—	50	7,970	5,810	4,972
Total	4,472,103	866,908	2,922	18	6	61	213	65	3,285	1,021,912	813,695	711,228

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 9.—TOTAL NUMBER of DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1907; ACCOMMODATION, AVERAGE NUMBER of SCHOLARS in ATTENDANCE, and the NUMBER of SCHOLARS on the REGISTERS in those SCHOOLS, ARRANGED ACCORDING TO AGE.

DENOMINATIONS.	Number of Schools.	Number of Scholars for whom Accommodation is provided.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.		
				Boys.	Girls.	Total.
In *Public* Schools	2,922	888,407	703,241	316,835	298,639	699,512
In Schools connected with *Church of Scotland*	18	4,126	2,801	1,085	1.373	2,458
United Free Church	6	2,774	1,892	835	848	1,683
Episcopal Church	61	14,060	11,864	5,016	5,158	10,174
Roman Catholic Church	213	100,454	85,255	37,120	36,095	73,215
Undenominational and other Schools	65	12,091	8,642	3,941	4,283	8,224
Total	3,285	1,021,912	813,695	364,832	346,396	711,228
Total for previous year, 1905–1906	3,262	1,009,351	808,169	362,459	343,603	706,062

DENOMINATIONS.	Number and Percentage of Scholars on the School Registers at end of School year, aged														
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In *Public* Schools	–	488	7,548	49,067	78,613	80,978	81,700	80,744	79,407	77,886	75,327	67,588	12,567	7,629	699,542
	–	*·07*	*1·08*	*7·01*	*11·24*	*11·58*	*11·68*	*11·54*	*11·35*	*11·13*	*10·77*	*9·66*	*1·80*	*1·09*	
In Schools connected with *Ch. of Scot.*	–	7	47	185	282	291	247	301	280	309	289	291	74	87	2,690
	–	*·26*	*1·75*	*6·88*	*10·48*	*10·82*	*9·18*	*11·19*	*10·41*	*11·49*	*10·74*	*10·82*	*2·75*	*3·23*	
United Free Church	–	–	13	110	178	199	210	221	199	194	214	193	60	32	1,823
	–	–	*·71*	*6·03*	*9·76*	*10·92*	*11·52*	*12·12*	*10·92*	*10·64*	*11·74*	*10·59*	*3·29*	*1·76*	
Episcopal Church	–	41	289	932	1,807	1,436	1,401	1,373	1,370	1,294	1,187	1,033	121	43	11,827
	–	*·36*	*2·44*	*7·88*	*11·05*	*12·14*	*11·85*	*11·61*	*11·58*	*10·94*	*10·04*	*8·73*	*1·02*	*·36*	
Roman Catholic Ch.	1	657	2,842	7,453	9,693	9,705	10,045	9,955	9,650	9,395	8,599	7,077	779	566	86,417
	·00	*·76*	*3·29*	*8·62*	*11·22*	*11·23*	*11·62*	*11·52*	*11·17*	*10·87*	*9·95*	*8·19*	*·90*	*·66*	
Undenominational and other Schools	–	16	85	468	831	970	922	930	941	979	971	924	387	282	8,701
	–	*·18*	*·98*	*5·38*	*9·55*	*11·15*	*10·60*	*10·69*	*0·81*	*11·25*	*11·16*	*10·62*	*4·45*	*3·24*	
Total	1	1,209	10,824	58,210	90,904	93,579	94,525	93,524	91,847	90,057	86,587	77,106	13,988	8,639	811,000
	·00	*·15*	*1·33*	*7·18*	*11·21*	*11·54*	*11·66*	*11·53*	*11·33*	*11·10*	*10·68*	*9·51*	*1·72*	*1·07*	
Total for previous year, 1905–1906	1	1,172	10,946	56,696	90,088	92,853	93,323	93,762	91,499	89,577	86,870	76.721	14,476	8,753	806,737
	·00	*·15*	*1·36*	*7·03*	*11·17*	*11·51*	*11·57*	*11·62*	*11·34*	*11·10*	*10·77*	*9·51*	*1·79*	*1·08*	
Estimated Population in 1907	–	111,732	110,018	107,281	105,561	106,724	104,280	102,328	103,477	97,443	100,624	98,003	101,618	—	—

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* Including 147 Higher Grade Schools, with accommodation for 34,242, an average number of 20,872 scholars on Registers during year and an average attendance of 81.467. Of the 18,323 scholars on Registers at end of School Year 71 were under 12; 1,435 were 12 and under 13; 5,243 were 13 and under 14; 5,052 were 14 and under 15; 3,357 were 15 and under 16, and 3,165 were 16 years of age and over. (*For additional information as to Higher Grade Schools see Table 24.*)

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 10.—†SCHOOL STAFF.

DENOMINATIONS.	Certificated Teachers.*										Provisionally Certificated Teachers. Art. 60.		Assistant Teachers, Art. 79.							Female Assistants, Art. 32 (c) 3.
	Untrained.		Trained.						Total.				Males			Females.			Total.	
			Less than Two Years.		Two Years.		Three Years.													
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	(a.)	(b.)	(c.)	(a.)	(b.)	(c.)		
In *Public* Schools - -	845	3,645	82	57	3,511	5,023	111	151	4,549	8,876	20	83	57	34	61	969	20	768	1,904	41
In Schools connected with *Church of Scotland* -	2	12	2	-	11	37	1	-	16	49	-	3	-	-	-	1	-	2	3	-
United Free Church -	-	-	-	-	17	26	-	-	17	26	-	-	-	-	-	1	-	-	1	-
Episcopal Church - -	6	88	-	-	25	64	2	2	33	154	-	-	2	-	4	29	-	29	64	4
Roman Catholic Church -	51	483	5	9	84	380	-	2	140	883	-	3	11	-	34	181	-	382	608	24
Undenominational and other Schools - -	16	52	-	-	30	69	1	-	47	121	-	1	-	1	3	12	1	17	34	-
Total - -	920	4,280	89	66	3,678	5,608	115	155	4,802	10,109	20	90	70	35	102	1.193	21	1,193	2,614	69

* Including 1,888 graduates (1,545 male and 343 female)—1,827 in Public, 11 in Church of Scotland, 12 in United Free Church, 3 in Episcopal, 11 in Roman Catholic, and 24 in Undenominational and other schools. Of the 1,888, 1,316 are trained and 572 untrained. Of the latter, 542 took the certificate examination as graduates, and 30 graduated after passing the examination as acting teachers.

† For particulars of pupil teachers and candidates see next Table.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 11.—PUPIL-TEACHERS AND CANDIDATES.

DENOMINATIONS.	Number of Pupil Teachers.									
	Serving at 30th June, 1907, at end of								Total.	
	Fourth Year.		Third Year.		Second Year.		First Year			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools - -	159	908	145	655	172	559	110	411	5[illegible]6	2,533
In Schools connected with										
Church of Scotland -	–	4	–	6	–	6	–	1	–	17
United Free Church -	1	10	–	1	1	2	–	–	2	13
Episcopal Church - -	1	13	2	11	–	10	2	7	5	41
Roman Catholic Church -	8	99	19	87	11	96	9	24	47	306
Undenominational and other Schools - -	1	10	2	6	1	9	1	5	5	30
Total - -	170	1,044	168	766	185	682	122	448	645	2,940

DENOMINATIONS.	Number of Candidates.					
	Admitted from 1st July, 1907.					
	For 4 Years.		For 2 Years.		Total.	
	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools - -	5	16	5	9	10	25
In Schools connected with						
Church of Scotland -	–	–	–	–	–	–
United Free Church -	–	–	–	–	–	–
Episcopal Church - -	–	–	–	–	–	–
Roman Catholic Church -	–	1	–	–	–	1
Undenominational and other Schools - -	–	–	–	1	–	1
Total - -	5	17	5	10	10	27

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 12.—NUMBER OF CERTIFICATED TEACHERS IN RECEIPT OF SALARIES OF CERTAIN SPECIFIED AMOUNTS.

DENOMINATIONS.	MASTERS.																
	Principal.										Assistant.						
	Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and less than 350*l.*	350*l.* and less than 400*l.*	400*l.* and over.	Total.	Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and over.	Total.
In *Public* Schools	25	108	850	540	289	190	134	73	63	2,272	8	180	1,591	398	89	11	2,277
In Schools connected with *Church of Scotland*	-	2	3	1	-	-	-	1	1	8	-	3	3	2	-	-	8
United Free Church	-	-	-	1	-	1	2	-	-	4	2	2	7	2	-	-	13
Episcopal Church	-	2	11	9	5	2	-	-	-	29	-	-	4	-	-	-	4
Roman Catholic Church	-	4	37	20	3	1	1	-	-	6	5	46	23	-	-	-	74
Undenominational and other Schools	-	-	5	4	1	2	4	1	2	19	1	-	22	4	-	1	28
Total	25	116	906	575	298	196	141	75	*66	2,398	16	231	1,650	406	89	12	2,404

DENOMINATIONS.	MISTRESSES.														
	Principal.							Assistant.							
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and over.	Total.
In *Public* Schools	1	263	437	324	45	18	1,083	18	13	32	3,339	3,282	1,102	7	7,793
In Schools connected with *Church of Scotland*	-	2	5	2	-	-	9	-	1	-	23	12	4	-	40
United Free Church	-	-	3	-	-	-	3	1	-	1	7	6	8	-	23
Episcopal Church	1	8	30	8	1	-	48	6	3	4	77	16	-	-	106
Roman Catholic Church	1	26	115	63	-	-	205	1	1	4	405	265	2	-	678
Undenominational and other Schools	-	11	16	10	3	-	40	-	-	-	40	33	8	-	81
Total	3	310	606	407	49	18	1,388	26	18	41	3,891	3,614	1,124	7	8,721

* Of these, 42 received 400*l.* and less than 450*l.*; 15 received 450*l.* and less than 500*l.*; 6 received 500*l.* and less than 550*l.*; 3 received 550*l.* and less than 600*l.*

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 13.—AVERAGE SALARIES OF CERTIFICATED TEACHERS.

DENOMINATIONS.	MASTERS.						
	Principal.			Assistant.			Total.
	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	182 11 4	2,272	1,567	128 13 2	2,277	6	155 11 8
In Schools connected with *Church of Scotland*	178 7 6	8	2	115 15 0	8	—	147 1 3
United Free Church	265 0 0	4	—	107 12 4	13	—	144 12 11
Episcopal Church	156 16 7	9	13	115 10 0	4	—	151 16 4
Roman Catholic Church	143 7 3	66	5	93 5 8	74	3	116 17 10
Undenominational and other Schools	239 15 9	19	14	129 19 3	28	—	174 7 3
Total	181 15 0	2,398	1,601	127 8 1	2,404	9	154 10 11

DENOMINATIONS.	MISTRESSES.						
	Principal.			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	93 12 9	1,083	477	79 0 1	7,793	54	80 15 10
In Schools connected with *Church of Scotland*	84 11 1	9	6	73 9 0	40	—	75 9 10
United Free Church	85 13 4	3	1	80 13 3	23	—	81 9 3
Episcopal Church	87 5 10	48	10	61 10 2	106	—	69 10 11
Roman Catholic Church	91 0 8	205	22	72 1 10	678	3	76 9 9
Undenominational and other Schools	93 15 6	40	22	76 6 5	81	1	82 1 10
Total	92 19 3	1,388	538	78 4 2	8,721	58	80 4 8

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 14.—SCHOOL FEES AND MERIT CERTIFICATES.

DENOMINATIONS.	SCHOOL FEES.										Number of Merit Certificates awarded.	Number of Scholars passed for enrolment in Supplementary Courses, or Higher Grade Departments.
	Number of Free Scholars.	Fee-Paying Schools.							Percentage of Free Scholars.	Percentage of Fee-Paying Scholars.		
		Public Schools (Art. 134).		Voluntary Schools not claiming Fee Grants.		Other Schools (Scholars under 3 and over 15).		Total No. of Scholars paying fees.				
		No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.					
In *Public* Schools	686,301	53	13,222	-	-	3	19	13,241	98·11	1·89	9,164	50,259
In Schools connected with *Church of Scotland*	2,667	-	-	1	23	-	-	23	99·14	·86	20	195
United Free Church	1,828	-	-	-	-	-	-	-	100·00	-	17	147
Episcopal Church	11,691	-	-	1	136	-	-	136	98·85	1·15	95	433
Roman Catholic Church . . .	85,381	-	-	9	1,034	1	2	1,036	98·80	1·20	450	3,134
Undenominational and other Schools	6,232	-	-	7	2,469	-	-	2,469	71·62	28·38	56	547
Total . .	794,095	53	13,222	18	3,662	4	21	16,905	97·92	2·08	9,802	54,715

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 15.—AVERAGE ATTENDANCE ON WHICH GRANT WAS CLAIMED, AND ON WHICH PAYMENTS WERE MADE AT DIFFERENT RATES.

DENOMINATIONS.	Number of Schools (other than Higher Grade).	Average Attendance on which grant was claimed in these Schools.	Article 19 B 1, 2, and 3.					Article 21. Supplementary Courses in Schools other than Higher Grade Schools.					Articles 142 and 144. Higher Grade Schools.													
			Average Attendance					Number of Departments.	Average Attendance paid at			Total.	Number of Schools.	Average Attendance paid at												Total.
														Under 12.	1st Year.				2nd Year.			Beyond 2nd Year				
			Paid Normal Grant.	Normal Grant increased by 6d.	Normal Grant reduced by 6d.	Normal Grant reduced by 1s.	Grant refused.		45s.	50s.	55s.			Art. 19 B 1 (c)	40s.	45s	50s.	55s.	56s.	70s.	77s.	72s	90s.	99s.	
In *Public* Schools	2,788	598,667	341,829	227,500	1,166	57	220	1,572	219	23,976	3,006	7 885	130	213	25	34	4 004	3 672	18	3,032	2,109	13	2,098	1,581	16 799
In Schools connected with *Church of Scotland*	16	2,315	1 0[illegible]0	1 211	—	—	14	7	—	60	—	60	2	—	—	—	53	—	—	50	—	—	40	—	143
United Free Church	4	1,568	27	1,490	—	—	—	2	—	3	30	42	2	—	—	—	58	—	—	31	—	—	26	—	115
Episcopal Ch. -	61	10 175	9,051	716	88	—	—	28	—	260	51	320	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	204	72,381	58,403	1 ,001	505	—	—	95	15	1,246	141	1,402	8	4	—	—	368	—	—	253	—	—	147	—	772
Undenominational and other Schools	51	7,055	2,821	4,075	—	—	—	17	—	159	—	159	5	4	—	—	255	44	—	206	20	—	65	44	638
Total -	3,124	692,151	418 161	247,012	1,819	57	234	1,721	234	25,707	3,9 7	29,86[illegible]	147	221	25	34	4,788	3,716	18	3,572	2,129	13	2,376	1,625	18,467

Note.—There were 638 separate Infant schools and departments under Art. 19 B 5, and the extra grant of 1*s.* per head was paid on an average attendance of 76,484 scholars under 7 years of age.

Of the average attendance paid under Art. 19 B 1 (*c*), 139 were at 22*s.* and 82 at 22*s.* 6*d.*

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 16.—TABLE SHOWING THE OPERATION, IN CERTAIN SPECIFIED COUNTIES, OF ARTICLE 19 B 6 AND 7, ARTICLE 22, AND ARTICLE 147.

COUNTY.	Art. 19 B 6.						Art. 19 B 7.	Art. 22.	Art. 147.
	Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Average Attendance on which extra grant of 1*s.* was paid.	Average Attendance over 10 in respect of which a further Grant of 6*s.* was paid.	Average Attendance on which a grant of 10*s.* was paid.
		1*s.*	2*s.*	3*s.*	4*s.*				
Argyll	165	24	173	297	8,789	9,283	506	1,466	408
Caithness	63	—	—	95	5,149	5,244	—	342	342
Inverness	172	—	250	709	7,476	8,435	1,170	26	214
Orkney	54	—	—	—	2,884	2,884	—	616	151
Ross	180	—	155	983	8,821	9,959	1,386	1,593	478
Shetland	57	—	70	397	2,411	2,878	—	391	54
Sutherland	40	—	—	58	2,093	2,151	102	466	177
Total	681	24	648	2,539	37,623	40,834	3,164	6,100	1,824

The extra Grants under the above Articles amounted to £10,871 13*s*.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 17.—TABLE SHOWING THE OPERATION OF ARTICLES 19 D and 23 (*b*).

DENOMINATIONS.	Article 19 D						Article 23 (*b*).		
	Number of Schools paid under Art. 19 D Grants of		Article 19 D (*a*).			Number of Schools paid Grant of £10 under Article 19 D (*b*).	Number of Schools.	Number of Scholars for whom additional attendances were claimed under	
	£10	£15	Number of Centres.	Children under 10. (17/- per scholar.)	Children above 10. (18/- per scholar.)			Article 23 (*b*) 1.	Article 23 (*b*) 2.
In *Public* Schools	311	571	189	791	741	19	141	53	883
In Schools connected with *Church of Scotland* .	2	4	—	—	—	—	—	—	—
United Free Church	—	—	—	—	—	—	—	—	—
Episcopal Church	1	1	—	—	—	—	—	—	—
Roman Catholic Church	2	5	—	—	—	—	10	4	134
Undenominational and other Schools . .	2	12	—	—	—	—	2	70	—
Total	318	593	189	791	741	19	153	127	1,017

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 18.—TABLE SHOWING THE OPERATION OF ARTICLE 19 B (4) UNDER WHICH GRANTS FOR DRAWING ARE PAID IN RESPECT OF THE JUNIOR AND SENIOR DIVISIONS OF SCHOOLS.

DENOMINATIONS.	Article 19 B 4 (Drawing).								
	Number of Schools.	Average Attendance on which payments were made.				Total.	Grant paid under		Total Amount of Grant.
		Children between 7 and 10 years of age.		Children over 10 years of age who have not obtained the Merit Cert.			Article 19 B 4 (*a*).	Article 19 B 4 (*b*).	
		At 1/6.	At 1/9.	At 1/9.	At 2/-				
							£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	2,640	111,095	105,391	138,428	95,087	450,001	17,629 18 11	21,659 18 2	39,289 17 1
In Schools connected with *Church of Scotland*	14	250	507	285	669	1,711	55 15 9	79 13 6	135 9 3
United Free Church	4	19	571	27	595	1,212	51 7 9	61 17 3	113 5 0
Episcopal Church	60	2,701	982	2,971	1,019	7,673	286 1 6	360 19 2	647 0 8
Roman Catholic Church	203	19,230	6,979	21,626	6,851	54,686	2,054 0 4	2,581 14 10	4,635 15 2
Undenominational and other Schools	45	1,837	503	2,246	725	5,401	186 17 3	262 12 9	449 10 0
Total	2,966	135,132	115,023	165,583	104 946	520,684	20,264 1 6	25,006 15 8	45,270 17 2

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 19.—DETAILS OF INSTRUCTION IN CERTAIN SPECIFIED SUBJECTS.

DENOMINATIONS.	Experimental Science.			Manual Instruction.			Cookery.			Laundry Work.			Dairying.			Dressmaking.			Household Economy.		
	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.
In *Public* Schools	168	23,318	82	335	29,846	41	666	52,274	35	187	10,630	25	3	59	12	74	6,060	34	90	5,540	29
In Schools connected with *Church of Scotland*	2	218	75	-	-	-	3	165	21	2	56	8	-	-	-	1	62	24	2	33	5
United Free Church	2	178	81	2	30	60	2	41	39	-	-	-	-	-	-	-	-	-	-	-	-
Episcopal Church	-	-	-	4	122	62	6	136	31	5	84	19	-	-	-	-	-	-	4	103	31
Roman Catholic Church	10	1,096	90	13	563	45	24	890	38	10	268	23	-	-	-	6	233	26	10	299	30
Undenominational and other Schools	6	1 053	72	6	291	63	10	369	45	2	79	23	-	-	-	1	297	31	-	-	-
Total	188	25,863	82	360	30,852	41	711	53,875	85	206	11,117	25	3	59	12	82	6,652	34	106	5,980	29
Total number of Scholars respectively in: Senior Divisions of Schools	325			14,905			33,317			2,738			28			108			381		
Total number of Scholars respectively in: Higher Grade Schools and Supplementary Courses.	25,538			15,947			20.558			8,379			81			6,544			5,596		

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 20.—PARTICULARS RESPECTING SINGING, MILITARY DRILL, SAVINGS BANKS, AND SCHOOL LIBRARIES.

DENOMINATIONS.	Number of Schools in which Singing is taught.				Savings Banks.			Libraries.	
	By Ear only.	Staff Notation.	Tonic Sol-Fa.	On both Systems.	Number of Schools.	Number of Scholars who are Depositors.	Amount standing to their credit at end of School Year.	Number of Schools.	Number of Books.
							£. s. d.		
In *Public* Schools	55	42	2,241	558	262	42,112	13,804 5 2	1,795	411,007
In Schools connected with *Church of Scotland*	—	—	13	5	1	564	85 18 6	11	1,743
United Free Church . . .	—	—	5	1	1	450	31 17 1	2	407
Episcopal Church	—	4	39	18	9	758	205 8 10	36	7,529
Roman Catholic Church	1	4	164	41	9	1,519	305 14 3	98	22,331
Undenominational and other Schools .	1	2	42	11	4	336	109 3 7	26	7,141
Total . .	57	52	2,504	634	286	45,789	14,542 7	1,968	450,158

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 21.—EXAMINATION AND PAYMENTS ON ACCOUNT OF BLIND OR DEAF-MUTE CHILDREN UNDER ARTICLE 20 I.

Number of Schools.		Number of Scholars presented to His Majesty's Inspectors.					Scholars paid for at the rate of 5*l.* 5*s.* 0*d.* under Article 20 (*a*) and (*b*).				
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.
		Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	
14	16	152	128	334	303	917	146	124	334	302	906

(*continued*).

Scholars paid for at the rate of 3*l.* 3*s.* 0*d.* under Article 20 (*a*) only.					Scholars paid for at the rate of 2*l.* 2*s.* 0*d.* under Article 20 (*b*) only.					Scholars who failed on Examination.		Grant paid under Article 20.
Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.	Article 20 (*a*).	Article 20 (*b*).	
Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.				£. *s.* *d.*
1	—	—	1	2	5	4	—	—	9	—	—	4,158 10 6

NOTE.—Under Article 20 II., Special Classes for "defective" or "epileptic" children were established in 12 Schools, and grants amounting to 1,952*l.* 9*s.* 2*d.* were paid on account of 464 Scholars.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 22.—ANNUAL INCOME, EXPENDITURE on MAINTENANCE, AND RATE OF INCOME AND EXPENDITURE PER SCHOLAR.

DENOMINATIONS.	INCOME.													
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Books, &c., sold to Scholars.	Fee Grant.	Grant in Aid.	General Aid Grant.	Annual Grant, 1905–1906.	From Secondary Education Committee.	From County Councils for Technical Instruction.	Other Sources.	Total.	* Rate of Income per Scholar in Average Attendance.
	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
In *Public* Schools	10,596	697,827	311	16,404	15,320	367,586	—	137,819	801,515	23,869	2,049	16,837	2,090,138	3 7 10¾
In Schools connected with *Church of Scotland*	184	—	393	141	305	1,483	491	481	3,375	150	—	1,308	8,311	3 7 9½
United Free Church	150	—	27	—	208	1,061	268	317	2,491	75	—	1,618	6,215	3 13 10¼
Episcopal Church	618	—	3,128	168	475	6,134	1,544	2,378	11,731	2	—	399	26,579	2 12 3
Roman Catholic Church	408	—	37,256	1,185	4,297	42,794	10,759	11,521	80,887	761	—	1,067	190,965	2 12 8
Undenominational and other Schools	2,721	—	2,634	3,741	79	3,118	1,213	1,964	10,750	694	817	265	27,496	3 11 7¾
Total	14,677	697,827	43,749	21,639	20,684	422,176	14,275	154,480	910,749	25,581	2,366	21,494	2,349,699	3 6 1½

DENOMINATIONS	EXPENDITURE.					* Rate of Expenditure per Scholar in Average Attendance for				
	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.
	£	£	£	£	£	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	1,675,432	79,943	10,018	322,447	2,087,840	2 14 6	0 2 7	0 0 3¾	0 10 5¼	3 7 10
In Schools connected with *Church of Scotland*	6,555	478	27	938	7,998	2 13 8	0 3 11	0 0 2¾	0 7 6¾	3 4 11½
United Free Church	5,037	190	—	901	6,128	2 19 10¼	0 2 3¼	—	0 10 8½	3 12 10
Episcopal Church	20,226	1,389	1,287	3,589	26,491	1 19 9	0 2 8¾	0 2 6½	0 7 0¾	2 12 1
Roman Catholic Church	125,775	9,483	34,140	22,391	191,796	1 14 8¾	0 2 7	0 9 4	0 6 1¼	2 12 4
Undenominational and other Schools	22,370	861	771	3,423	27,426	2 18 3½	0 2 8	0 2 0	0 8 11	3 11 5½
Total	1,855,395	92,347	46,288	353,696	2,847,679	2 12 3¼	0 2 6¾	0 1 2½	0 9 11	3 6 0½

* Calculated on complete annual returns only.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 23—*ANNUAL GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	AMOUNT CLAIMED ON										
	Children under 7. Art. 19 B 1 (*a*).	Children between 7 and 10. Art. 19 B 1 (*b*).	Children over 10. Art. 19 B 1 (*c*).	Article 21.	Article 22.	Special Grants to Small Schools. Art. 19 D.	Pupil Teachers. Art. 19 E.	Special Grants. Art. 19 F.	Defective and Epileptic Children. Art. 20 (II.)	Scholars in Higher Grade Schools. Arts. 142-7.	Total.
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
Public Schools	111,578 10 8	224,305 14 11	264,857 12 1	86,144 19 9	1,936 2 6	13,100 14 0	9,131 0 0	207 8 7	1,952 9 2	69,928 18 11	783,143 10 7
Schools connected with *Church of Scotland.*	424 15 0	707 10 0	952 9 6	159 2 2	—	80 0 0	42 18 4	—	—	295 10 0	2,662 5 6
United Free Church	295 10 0	604 15 0	699 1 6	125 6 1	—	—	74 10 0	—	—	464 2 11	2,263 5 6
Episcopal Church	2,006 5 6	3,690 12 4	4,426 19 2	821 14 4	—	25 0 0	117 10 0	32 14 10	—	—	11,120 16 2
Roman Catholic Church	15,128 5 1	26,444 0 6	31,636 14 9	3,959 4 8	—	70 0 0	900 9 2	86 15 4	—	2,830 19 11	81,056 9 5
Undenominational Schools	1,226 17 6	2,489 12 0	3,334 13 6	544 4 4	—	200 0 0	106 17 6	8 4 6	—	2,616 17 0	10,527 6 4
Total	130,660 3 9	258,212 5 3	305,907 10 6	91,754 11 4	1,936 2 6	13,475 14 0	10,373 5 0	335 3 3	1,952 9 2	76,136 8 9	890,773 13 6

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* The Grant in Relief of Fees (Art. 128 of the Code), the Aid Grant to Voluntary Schools (Art. 155), the Grant on account of Blind and Deaf-Mute Children (Art. 20), and the Grant for Drawing in the Junior and Senior Divisions of Schools (Art. 19 B 4) are not included in this Table. For particulars of the two last-named Grants *see* Tables 21 and 18 respectively.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 23.—*ANNUAL GRANTS—*continued.*

DEDUCTIONS FROM CLAIMS, AND AMOUNTS GRANTED.

DENOMINATIONS.	DEDUCTIONS.						Total Amount of Grants.	Rate of Grant per Scholar in Average Attendance.
	Under Article 32 (*a*).	Under Article 32 (*b*)	Under Article 32 (*c*).	Under Article 32 (*d*).	Under Article 32 (*e*).	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	2,076 10 2	457 12 7	121 18 8	—	—	2,656 1 5	780,487 9 2	1 5 4½
Schools connected with *Church of Scotland* .	14 6 11	—	—	—	—	14 6 11	2,647 18 7	1 0 11¾
United Free Church	—	—	—	—	—	—	2,203 5 6	1 6 10¾
Episcopal Church	23 16 3	72 3 6	—	—	79 5 9	175 5 6	10,945 10 8	1 1 10½
Roman Catholic Church	0 17 2	76 17 8	239 0 0	—	—	316 14 10	80,739 14 7	1 2 1¼
Undenominational Schools	119 14 9	—	—	—	—	119 14 9	10,407 11 7	1 7 1½
Total	2,235 5 3	606 13 9	360 18 8	—	79 5 9	3,282 3 5	887,491 10 1	1 5 0¼

* See footnote on previous page.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE NO. 24.—SUPPLEMENTARY TABLE RELATING TO HIGHER GRADE SCHOOLS ONLY.

Number of Schools.	Accommodation.	Average Number of Scholars on Registers during Year.	Average Attendance.				Number of Scholars on Registers at end of School Year, aged						
			1st Year's Course.	2nd Year's Course.	Beyond 2nd Year.	Total.	Under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and over.	Total.
147	34,242	20,872	8,734	5,719	4,014	18,467	71	1,435	5,243	5,052	3,357	3,165	18,323

Income.												Expenditure.			
Annual Parliamentary Grant, Arts. 142-3 and 147, 1905-1906.	Grant in Relief of Fees.	Grant in Aid of Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	School Board Rates.	School Fees.	Books, &c., Sold to Children.	From County Council or other Local Authority for Technical Education.	From the Burgh or County Committee for Secondary Education.	Other Sources.	Total.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
63,994	10,017	4,149	3,900	2,497	48,398	5,629	1,351	1,759	22,811	2,114	171,619	142,956	9,414	20,146	172,516

ANNUAL GRANTS.

Amounts Claimed.						Deductions from Claims.			Total Amount of Grants.
Art. 142 (*a*) (1st Year).	Art. 142 (*b*) (2nd Year).	Art. 142 (*c*) (Beyond 2nd Year).	Art. 143.	Art. 147.	Total.	Under Art. 32 (*b*).	Under Article 32 (*a*).	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
22,003 14 7	20,611 16 5	18,747 13 6	13,774 18 3	938 10 0	76,136 12 9	—	1,255 19 5	1,255 19 5	74,880 13 4

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 25.—TEN YEARS' SUMMARY.

PUBLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898	2,737	535,636	2 12 3½	0 19 8¼	2 12 2½
1899	2,743	540,433	2 13 8½	1 0 7¾	2 13 7¾
1900	2,774	547,249	2 15 0¼	1 2 2½	2 14 11¼
1901	2,788	555,302	2 17 4½	1 3 11½	2 17 4
1902	2,786	562,863	2 18 11½	1 5 2¾	2 18 11
1903	2,793	582,503	2 18 8¼	1 5 1¾	2 18 8
1904	2,834	592,640	3 0 2¾	1 4 6¾	3 0 2¼
1905	2,882	602,933	3 3 11½	1 5 9¼	3 3 11
1906	2,903	611,305	3 5 8¾	1 6 7½	3 5 7¾
1907	2,922	615,474	3 7 10¾	1 7 2	3 7 10

SCHOOLS CONNECTED WITH CHURCH OF SCOTLAND.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898	33	4,730	2 8 9¾	0 14 11¼	2 7 4
1899	31	4,215	2 11 3	0 16 2¼	2 11 1¾
1900	27	4,104	2 14 4	0 18 0¼	2 11 5
1901	24	3,884	2 15 6¾	0 19 1½	2 15 5¾
1902	21	3,671	2 15 0¼	0 18 3¾	2 13 11¼
1903	20	3,630	2 13 11½	0 17 10¼	2 12 9¾
1904	18	3,324	2 18 3	0 19 5	2 15 4
1905	20	3,277	2 19 10¼	0 19 2¼	2 17 4
1906	18	2,609	3 4 1¾	1 2 5¼	3 3 5
1907	18	2,458	3 7 9½	1 2 4¼	3 4 11½

UNITED FREE CHURCH SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898	8	3,156	2 11 6¼	0 16 5	2 10 5¼
1899	7	2,533	2 10 5¾	0 15 6	2 10 6¼
1900	6	2,706	2 16 0	0 17 0½	2 17 3½
1901	4	1,814	3 0 0	0 17 3	3 1 3½
1902	4	1,814	2 19 10	1 2 4	3 2 3
1903	4	1,830	2 19 4¾	1 1 0	2 17 8¼
1904	6	1,796	3 8 3	1 7 4	3 5 3¾
1905	6	1,770	3 8 1¼	1 5 6½	3 6 9¾
1906	6	1,758	3 8 6¼	1 4 3¼	3 7 8¾
1907	6	1,683	3 13 10¼	1 7 3¾	3 12 10

EPISCOPAL SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898	71	11,355	2 2 10	0 12 1½	2 1 9½
1899	68	10,874	2 4 0½	0 11 2	2 3 5¼
1900	68	10,862	2 4 4¾	0 11 1½	2 3 10½
1901	67	10,691	2 5 6¾	0 12 3¼	2 6 10¼
1902	66	10,730	2 5 10¼	0 11 2½	2 6 6¾
1903	66	10,995	2 4 11¾	0 10 7½	2 5 2¼
1904	66	10,911	2 8 6¾	0 12 2½	2 6 9¼
1905	66	10,878	2 9 9	0 10 4½	2 9 1¼
1906	62	10,291	2 10 5¾	0 10 8	2 10 1¾
1907	61	10,174	2 12 3	0 11 5¾	2 12 1

* Calculated on complete annual returns only.

TABLE 25.—TEN YEARS' SUMMARY—*continued.*

ROMAN CATHOLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898 . . .	187	53,422	2 2 11	0 12 4¾	2 3 1
1899 . . .	188	54,079	2 4 9¼	0 11 6¼	2 4 6½
1900 . . .	189	55,119	2 4 11½	0 12 1¾	2 5 6¼
1901 . . .	189	56,484	2 6 11	0 13 5¾	2 6 11¾
1902 . . .	190	58,705	2 6 6	0 12 8¼	2 7 0
1903 . . .	192	61,713	2 6 11	0 13 0¾	2 6 8½
1904 . . .	196	65,963	2 6 8¼	0 12 1¾	2 6 8¼
1905 . . .	201	68,993	2 8 5¾	0 11 1	2 8 7
1906 . . .	208	71,757	2 9 11	0 12 3	2 10 1½
1907 . . .	213	73,215	2 12 3	0 13 11¼	2 12 4

UNDENOMINATIONAL AND OTHER SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898 . . .	77	10,020	2 19 0½	1 4 3	2 16 5¾
1899 . . .	74	8,906	3 0 9	1 4 5½	2 19 0¾
1900 . . .	71	8,998	3 4 5¾	1 7 4¼	3 2 5
1901 . .	69	8,199	3 3 1¾	1 10 11	3 4 7
1902 . . .	78	8,718	4 4¼	1 6 11¾	3 3 11½
1903 . . .	74	8,618	3 4¼	1 6 0½	3 2 4¾
1904 . . .	69	7,635	3 9 8¾	1 9 3	3 8 9½
1905 . . .	69	8,530	3 9 4¾	1 6 3½	3 8 11¾
1906 . . .	65	8,342	3 11 0¼	1 5 2¾	3 9 7½
1907 . . .	65	8,224	3 11 7¾	1 5 4¼	3 11 5½

SUMMARY UNDER YEARS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1898 . . .	3,113	618,319	2 11 5	0 18 11¾	2 11 3½
1899 . . .	3,111	621,040	2 12 9¾	0 19 8	2 12 8¾
1900 . . .	3,135	629,038	2 14 1	1 1 1½	2 13 11¾
1901 . . .	3,141	636,374	2 16 3¼	1 2 10	2 16 3
1902 . . .	3,145	646,501	2 17 7¾	1 3 10	2 17 8
1903 . . .	3,149	669,289	2 17 5	1 3 9	2 17 4½
1904 . . .	3,189	682,269	2 18 9¼	1 3 1½	2 18 8
1905 . . .	3,244	696,381	3 2 2¼	1 3 11¾	3 2 1½
1906 . . .	3,262	706,062	3 3 11¾	1 4 11	3 3 11
1907 . . .	3,285	711,228	3 6 1½	1 5 6¾	3 6 0½

* Calculated on complete annual returns only.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 26.—TABLE SHOWING PROGRESS MADE DURING YEARS 1893—1907 IN REGARD TO DAY SCHOOLS IN RECEIPT OF ANNUAL GRANTS.

——	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Estimated population	4,256,566	4,290,619	4,324,944	4,472,103	4,521,296	4,571,030	4,621,311	4,672,145	4,728,539	4,775,498
„ „ of school age (5–14)	888,038	895,142	902,303	866,908	876,444	886,065	895,832	905,686	915,649	925,721
Number of schools	3,113	3,111	3,135	3,141	3,145	3,149	3,189	3,244	3,262	3,285
Scholars for whom accommodation was provided	866,287	879,797	908,134	921,119	926,219	948,308	967,622	991,418	1,009,851	1,021,912
Scholars on the Registers at end of school year	733,301	741,737	756,558	767,421	768,598	785,473	793,492	804,162	806,737	811,000
Scholars in actual average attendance	618,319	621,040	629,088	636,374	646,501	669,289	682,269	696,381	706,062	711,228
Percentage to Scholars on Registers	*84·32*	*83·73*	*83·14*	*82·92*	*84·11*	*85·21*	*85·98*	*86·60*	*87·52*	*87·70*
Number of Certificated Teachers (including teachers provisionally certificated under Art. 60.)	9,975	10,376	10,845	11,268	11,638	12,195	12,801	13,604	14,186	15,021
„ „ Assistant Teachers (Art. 79)	2,193	2,371	2,418	2,606	2,606	2,555	2,718	2,718	2,794	2,614
„ „ Pupil Teachers	3,978	4,111	3,926	4,035	3,789	4,165	4,182	4,191	4,323	3,585
„ „ Female Assistants (Art. 32 (c) 3)	150	133	124	211	211	205	236	172	148	69
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average Salary of Certificated Teachers: Male	142 6 10	143 7 9	142 15 10	146 0 11	147 10 8	148 2 1	149 12 7	151 7 6	152 13 11	154 10 11
„ „ „ „ Female	69 8 1	69 19 7	70 6 1	72 6 3	73 9 8	74 7 10	75 17 5	77 8 8	78 19 2	80 4 8
*Cost of maintenance per scholar in average attendance	2 11 8¾	2 12 8¼	2 14 1	2 16 3¾	2 17 8	2 17 4½	2 18 8	3 2 1½	3 3 11	3 6 0½
*Income per scholar in average attendance derived from:—										
Public and Voluntary Schools: Annual Grant	1 1 11½	1 2 1¾	1 2 8½	1 2 8½	1 2 8½	1 2 11½	1 3 10½	1 4 5	1 4 8	1 5 0¼
Public and Voluntary Schools: General Aid Grant	—	—	—	—	—	—	0 1 6¼	0 3 6¾	0 3 7½	0 4 4¼
Public and Voluntary Schools: Fee Grant	0 12 0	0 11 11½	0 11 10	0 11 10	0 11 11	0 11 8¾	0 11 11½	0 11 9½	0 11 10¾	0 11 11
Public Schools only—Rates	0 14 9¼	0 16 0½	0 17 5	0 19 3¾	1 0 2¾	1 0 4¾	0 19 11¾	1 1 2¼	1 1 11	1 2 5¼
Voluntary Schools only: Voluntary Contributions	0 7 4	0 6 11½	0 7 4	0 8 8¾	0 8 5½	0 8 5	0 8 7¾	0 7 4¾	0 8 0	0 1¼
Voluntary Schools only: Aid Grant	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0

* Calculated on complete annual returns only.

PART III. OF APPENDIX.

TRAINING OF TEACHERS.

NOTE.

The Regulations for the Preliminary Education, Training and Certification of Teachers for various grades of Schools, together with the Minute of 30th January, 1905, establishing Provincial Committees for the Training of Teachers, and the Memorandum of 10th September, 1907, as to the Examination of Candidates for recognition as qualified Teachers of Modern Languages, are issued as a separate publication—[Cd. 4034.] *Price 3½d.* They are also included in this Volume. *See* page 145.

EDUCATION (SCOTLAND).
TRAINING OF TEACHERS.

REPORT *for the Year* 1906–07, *by* A. E. SCOUGAL, Esq., M.A., LL.D., *His Majesty's Senior Chief Inspector of Schools and Inspector of Training Colleges in* SCOTLAND, *on the* TRAINING *of* TEACHERS.

MY LORDS,

I have the honour to present to Your Lordships my fourth General Report on the Training of Teachers in Scotland.

Special Character of Session 1906-7.—In my General Report for last year (session 1905-6) I expressed the anticipation that the session 1906-7 would prove to be mainly a further transition period, and that it would have to be devoted by the Provincial Committees chiefly to organization for passing as smoothly as possible from the old system to the new, and to preparation for the definite starting, at the beginning of session 1907-8, of the new system established by the Regulations of 7th June, 1906, for the Preliminary Education, Training and Certification of Teachers. This anticipation has proved to be entirely correct; and further, it is now evident that even the current session (1907-8) must also be in considerable measure one of a transitional character. Indeed, there will continue to be need for arrangements more or less transitional until, in the first place, the students who were admitted into training under the old system have been, so to speak, worked off, and until, in the second place, the Junior Student system inaugurated by the new Regulations has been so long in operation as to ensure that all candidates for admission to full training come forward possessing the Junior Student Certificate or its equivalent.

Consequent Lines of this Report.—In these circumstances, although, during the session 1906-7, with which this report deals, there have been important forward movements in the way of organization and of preparation for further developments, yet there has been practically no change, as compared with what obtained in the preceding session, in the methods and detailed arrangements in accordance with which the actual work of the further instruction and the training of the students has been carried on at the several centres and colleges. In the introductory section of this report I shall give a summarized account of the problems of re-organization that have had to be faced by the Provincial Committees during the session; and in the subsequent sections I shall, as in former years, present a conspectus of the work that has been done in the various branches of the curricula for the training of our teachers, as the results of that work have been ascertained and appraised by the several inspectors and examiners to whom Your Lordships have assigned this special duty.

SECTION I.

GENERAL.

Increase in Number of Students in Training.—An important factor in the problem of organization falling to be dealt with this session has been the increase in the number of students admitted to full training. The number of students in attendance at the training centres during the session 1906-7 has been 2,195, an increase of 473 upon the numbers for session 1905-6. Of these 1,534 have been in attendance at the eight Training Colleges in Edinburgh, Glasgow, and Aberdeen; the other 661 have been students at the five Training Centres which were formerly managed by the Local Committees connected with the Universities, but which since 1st August, 1906, have been under the control of the respective Provincial Committees.

Causes of the Increase.—This large increase in the number of students in training is undoubtedly directly due to the new Regulations, the provisions of which took effect from the beginning of session 1906-07. Under the old system the only avenues of admission to full training were (1) the passing of the Preliminary Examination of any of the Scottish Universities; (2) the obtaining of certain specified successes in the higher grade at the Leaving Certificate Examination; and (3) the passing not lower than in the second class at the King's Scholarship Examination. To these avenues the new Regulations have added other two, by accepting as admissible to full training, first, Pupil-teachers who have passed the King's Scholarship Examination in the third class, and, secondly, Assistant Teachers and Provisionally Certificated Teachers (under the Code of 1906) who have served in state-aided schools in Scotland for not less than twelve months. Again, while under former Code provisions there were admissible to one year's training only Certificated Teachers who had not previously had the normal two years' training, and Graduates, the new Regulations admit also to one year's training any Acting Teachers who have in or before 1906 passed in the first year's papers of the Certificate Examination, or who since that date have been recognized by the Department as having obtained (at the Certificate Examination as reconstituted) the equivalent of a pass in first year's papers. And further, there has been this year a very considerable increase in the number of students who continue for a third year of training. Under the new Regulations it is the norm that all students in training who, possessing on admission the necessary preliminary qualifications, attend University classes shall remain in training for at least three years; formerly, a third year of training was allowed by the Department, on the special application of the Training Authorities, only to such of these students as were "students of special merit, for whom special educational opportunities were offered."

Acting Teachers admitted for One Year's Training.—The large attendance (88) this session of the non-certificated Acting Teachers now admitted for the first time to one year's regular training is a specially gratifying and encouraging feature of the new developments. The returns that I have already received for session 1907–08 indicate that the number of these applicants for training is steadily increasing. They are to be welcomed; for they form an interesting class of older students in training, who work with keenness and assiduity to take the utmost advantage of the opportunities which they have not had before; and the more of them who come forward, the sooner we shall eliminate the "untrained" element from the staffs of our schools, and the more speedy will be the realization of the ideal aimed at in the new Regulations, that "every teacher in a Scottish school shall be thoroughly trained for the work he is to undertake."

There are this year two further special causes of increase in the number of students in training.

New Centre of Training for University Students—at Edinburgh.—First, there was opened at the beginning of this session, in connection with the University of Edinburgh, and under the Edinburgh Provincial Committee, a new centre of training for University Students (or, to use the old term, King's Students), in addition to the former centres for King's Students under Local Committees in connection with the Universities of Aberdeen, Glasgow, and St. Andrews. At this new centre 103 University Students were admitted. To the zeal and unwearying labour of Professor Darroch, Professor of Education in the University of Edinburgh—who for eleven months self-sacrificingly acted as interim and honorary Director of Studies to the Provincial Committee—is more especially due the success which has attended the opening of this new centre for King's Students. An estimate of the quality of the training supplied will appear in its place in a later section of this report. Suffice it to say here that the provision made for these new students was planned with wisdom and foresight, and that the details of it have been carried out in a very efficient manner.

New Provision for Training made at Dundee.—Secondly, new and much needed additional facilities for the training of teachers have been provided at Dundee by the St. Andrews Provincial Committee. According to former arrangements, under the Dundee Local Committee, only King's (*i.e.* University) Students were admissible to training at the Centre connected with the Dundee University College. This session the St. Andrews Provincial Committee has made new provision at Dundee for the training of Non-University Students. For these new students (sixty in number) most convenient and suitable accommodation has been provided in the buildings of the Technical Institute, which immediately adjoin the premises of the Dundee University College. Mr. Malloch, formerly Director of Studies to the Dundee Local Committee, now Director of Studies under the St. Andrews Provincial Committee, has, with his wonted energy and skill most successfully coped with the organization needed for the instruction and training of this new class of students; and all the arrangements made have been working with highly satisfactory smoothness and efficiency.

Appointments of Directors of Studies.—In accordance with the provisions of Clause XIII. of the Minute of 30th January, 1905, the Provincial Committees of Edinburgh, Glasgow, and Aberdeen at an early period of the session appointed their "Directors of Studies": the Edinburgh Committee, on the 10th of October, 1906, appointing Mr. John King, M.A., B.Sc., the Head Master of the Edinburgh Boroughmuir Higher Grade Public School; the Glasgow Committee, on the 30th of November, 1906, Mr. Donald Macleod, M.A., the Rector of the Hamilton Academy; and the Aberdeen Committee, on the 1st of January, 1907, Mr. George Smith, who prior to the changes brought about by the Minute had been for nine years Rector of the United Free Church Training College, Aberdeen. After interim separate arrangements for St. Andrews and Dundee, sanctioned temporarily by the Department in view of special circumstances, the St. Andrews Provincial Committee, on the 2nd of March, 1907, appointed as their Director of Studies Mr. James Malloch, M.A., who had been for years Lecturer on Education at the Dundee University College and also for years Director of Studies under the Dundee Local Committee for King's Students.

Transfer of the Presbyterian Training Colleges to the Provincial Committees.—In last year's report I spoke of the transfer of the buildings and management of the six Presbyterian Training Colleges to the respective Provincial Committees as an almost accomplished fact. Unexpected delay has occurred with regard to the due legal and legislative completion of the arrangements for this transfer, but pending the completion of these, a provisional agreement was come to, with the sanction of the Department, by which the Provincial Committees entered into working possession of the buildings of the Presbyterian Colleges and took over the working management of these colleges as from the 1st of May, 1907. It is satisfactory to learn that there is now every reason to expect that the Provisional Order which has been promoted for the purpose of formally legalizing the transfer of these colleges will be passed by the Legislature at an early period of the present session of Parliament.

Work continued on former lines till end of Session 1906–07.—From the 1st of May the session of the Training Colleges had only three months to run. It was felt to be unwise, even had it been practicable, to make any changes in time-table and staffing arrangements for this last quarter of the session 1906–07; and, accordingly, the work of the Training Colleges continued on the old lines until the colleges closed in the end of July for the summer vacation.

Reorganization Problems to be faced by the Provincial Committees.—As it had been agreed that from the 1st of August, 1907, the Provincial Committees of Edinburgh, Glasgow, and

Aberdeen should enter into full practical control of all the Presbyterian Training Colleges as part of the machinery at their disposal for the carrying out of the new system under the Regulations, these Provincial Committees found themselves face to face with the task of completing within but a limited time (the vacation months intervening) the organization needed to secure that the new system should start fair and in full working order at the beginning of the new session on the 1st of October, 1907. To this complex, difficult, and in several points delicate task the Committees applied themselves with such earnestness and assiduity as call for the very warmest and most grateful recognition. Indeed, it would be impossible to speak in terms of too high appreciation of the self-sacrificing labours of those members and officials of the Committees upon whom, owing to their special knowledge and experience in matters educational, the brunt of the battle fell during this period of emergency and stress. Such strenuous efforts have been rewarded as they deserved. It is a pleasure to report, speaking of the work of the Committees as a whole, that the new organization for the training of teachers in Scotland was launched at the beginning of the now current session (1907–08) with a most gratifying measure of smoothness and success. Where any slight hitches have occurred, these have been due to special local hindrances and difficulties which there is every reason to expect will be speedily removed.

Institution of a Joint Committee of the four Provincial Committees.—Experience of this work of reorganization soon showed that, while each Committee had its own special problems to deal with, there were certain matters of moment in connection with the general working of the new system in regard to which it was eminently desirable, indeed practically imperative, that the four Committees should take common action: such as—to specify only a few of the most important of these—the nature of the curricula to be proposed for the various classes of students admissible to training under the new Regulations; the conditions under which bursary allowances and payment of fees should be granted; the means to be taken for the care of the physical and moral welfare of the students, including difficult questions as to the supply and adequate supervision of sanctioned lodgings and of hostels. The securing of this desired common action has been greatly facilitated by the institution—at the suggestion of the Secretary of the Department—of a "Joint Committee" of the four Provincial Committees. This Joint Committee is composed of the Chairman, one elected representative, and the Director of Studies from each of the Provincial Committees, with the addition of myself as the Department's Assessor. It has already proved itself to be a most convenient and useful body for the preliminary consideration of all important matters in regard to which common action is thought desirable, and for direct consultation with the Department in regard to these, before they are finally sent down to be decided upon and dealt with by the several Provincial Committees.

Limitation of the lines of this Report.—It is not my purpose to enter in this year's report into any detailed remarks upon the many important questions as to curricula, bursary arrangements, staffing, housing of students, etc., etc., which have taken up so much of the time and thought of the Provincial Committees during the past session. As I have already explained, all the working arrangements for the session were based as far as possible on the lines of the already existing practice of the Training Colleges and the Local Committees; and I propose, therefore, to cast this report very much upon the old lines, deferring all discussion of questions connected with the great changes that are now taking place until there shall have been time to see the new organizations and arrangements in actual operation and to gauge to some extent at least the results of their working. Any such discussion now would, I feel, be premature, and probably misleading. For there is hardly one point in all this elaborate reorganization in regard to which our arrangements are not, even yet, in spite of so much care and anxious thought, necessarily and recognizedly provisional and tentative. Already it is becoming evident that many even of the arrangements determined on for the current session, and now in operation, will have to be considerably modified in the very near future.

Hostels.—On only one other matter connected with the general organization do I wish to make remark here. That is the question of Hostels. The Committees are unanimous in their opinion as to the great value of Hostels, for the sake alike of the physical, social, and moral well-being of the students —an opinion in which, from what I have seen of the benefits of the residential system in England, I most heartily concur; there are at present no such Hostels in Scotland under the cognizance of the Committees, save—with exceptions too small to be of any moment—the four very moderate-sized boarding houses (two in Edinburgh, one in Glasgow, and one in Aberdeen) for women students which have been made available for the Committees' students in connexion with the transfer of the Presbyterian Training Colleges, and which, taken together, can accommodate only a very small fraction (162 in all) of the total number even of the women students; and the Committees are besieged with applications for Hostel accommodation—mostly from the women, but in no small number from the men also—which, to their deep regret, they cannot meet. The Department has stated that "the Regulations contemplate that Hostels should be conducted by bodies other than the Provincial Committees—in particular, by Churches or Religious Associations." In view of the circumstances that I have just described, it is most earnestly to be hoped that the Churches and others, whether public bodies or private persons, who are interested in the well-being, moral and physical, of the young men and women who are to be the future teachers of the children of our country will show themselves alive, and that right early, to the vast amount of good they can do by providing suitable hostel accommodation for our students in training.

Suggestions as to Hostels from Observation of the English System.—For the information of any benefactors who may be inclined to give favourable consideration to practical measures for the provision of Hostels for our students, it may be in place here to mention the following conclusions as to Hostels which I was led to form from the tour of inspection that I was privileged, under sanction from Your Lordships, to make recently to certain of the English Training Centres :—

(1) Hostel life for our Students in Training is most desirable and valuable, from considerations of (*a*) health, (*b*) formation of regular habits of living, (*c*) education in manners, (*d*) formation of regular habits of study, and (*e*) moral education.

(2) Hostels for men are, if of the right type, of very special benefit.

(3) Hostels should preferably be of moderate size, providing accommodation for from 35 to 50 students.

(4) They should be suburban rather than situated in town streets, and should have a considerable amount of open recreation ground attached to them. Distance from the University, if not excessive, is more of an advantage than otherwise.

(5) Separate bedroom accommodation in them is greatly to be preferred to dormitory or cubicle arrangements.

(6) It is preferable that, wherever possible, a Hostel should be open to different classes or types of suitable resident; that is, should not be restricted to "Students in Training."

(7) The sum of £35 per year per student may be set down as the average of "reasonable" Hostel expenditure.

Local Problems of Organization and Working, as dealt with at the several Training Centres.—Each of the Training Centres had early in the session to deal with its own local problems as to how best to utilize existing staff, accommodation, equipment, and facilities for practical training so as to fit in with the new arrangements. To enter into detail as to how these problems were solved at each of the four centres is impossible here; a report in regard to the arrangements adopted must be made mainly in general terms. Speaking in such terms, I have to congratulate the Committees most heartily upon the judgment and skill that they have shown in making the very most of their several local resources and conditions. Unification of the formerly duplicated staffs, and the redistribution of the work among them so that each member of the staff has, as a rule, work only in one subject, and that the subject for which he is best fitted, have been improvements in organization which cannot but lead to increase of efficiency; for in each subject the students now have at their service the most skilled instruction at the disposal of the Committee, and each lecturer is now free to devote himself to a concentrated study of his own special subject and of how best to teach it. Existing buildings have been utilized with much skill to adapt them to the requirements of the new organization (the work in this respect at Edinburgh and at Aberdeen calling for special commendatory note); and this has been done at wonderfully little expense considering the great improvements effected. At all the centres very satisfactory arrangements have been made with the local school boards for the wider facilities needed for the practical training of the greatly increased number of students; and the work under this important part of the training curriculum has been carried out with improved efficiency. It is but right and due that cordial recognition should be made here of the hearty co-operation of these school boards in this matter, as well as of the willingness, interest, zeal, and effectiveness with which, almost without exception, the headmasters and the assistant staffs of the various public schools to which our students have been sent for practical work have loyally aided the Committees' masters and mistresses of method. It would be unjust not to recognize also the judgment and tact which the masters and mistresses of method themselves have shown in connexion with this specially delicate part of their duties. Indeed, the spirit of genuine co-operation manifested by all concerned has been most gratifying and has contributed in no small measure to the successful start of the new training system.

Courses for the further Instruction of Teachers in Actual Service.—The taking over, in accordance with Article 55 of the new Regulations, of the duty of seeing to the provision of the "Courses for the Further Instruction of Teachers in Actual Service" which were formerly established and carried on by local bodies under Article 91 (*d*) of the Code has entailed much anxious and laborious work upon the central staffs of all the Provincial Committees. Full particulars of the courses of this kind that were held during session 1906–7—the number and distribution of such courses, the subjects taken up at each of them, and the number of students attending each—are given in an Appendix to this report. In all the special circumstances of this session I do not propose to enter into further details about them here. They undoubtedly form a very interesting and important part of the work of the Training Authorities; but some questions of moment concerning the conduct and the finance of these courses are still under consideration, and it would seem, therefore, to be as well to delay detailed report upon them until organization for them has been definitely settled and they have thereafter had time to show what permanent results may be expected from them.

Junior Student Centres.—The intimacy and the importance of the connexion between the Junior Student system and the after training of the Senior Student are obvious All indications point to the conclusion that the old Pupil-teacher system will soon be a thing of the past; and therefore it is not too much to say even now that the period of the instruction and training of the Junior Student is the foundation stage of the whole new organization for the training of our teachers. In the laying of this foundation a most encouraging start has been made. There are now throughout Scotland 108 recognized Junior Student Centres, well distributed up and down the length and breadth of the country, 30 of them being situated in the Southern Division, 40 in the Western Division, 27 in the Northern Division, and 11 in the recently constituted Highland Division. Of these 108 centres, 39 are to be found in secondary schools, 69 in higher grade schools. From the point of view of their management, 21 are under bodies of managers or governors other than school boards (4 being under Roman Catholic managers), and 87 are under school boards. Confining attention to the centres in the Southern Division—of which alone I have direct personal knowledge, as Chief Inspector of the Division—I note that of the 30 Junior Student Centres in that Division 18 are in secondary schools and 12 in higher grade schools (one of the latter being a recently established Roman Catholic school). In what I proceed to say about the instruction and training given in the Junior Student Centres I speak directly, of course, only with regard to the centres in my own Division; but from frequent conference with the Chief Inspectors of the other three Divisions I have no reason to believe that my experiences and opinions differ in any material respect from those of my colleagues.

The Instruction given at these Schools.—Preliminarily, it is to be noted concerning the higher grade schools which have been recognized as Junior Student Centres that these are, to all intents and purposes, Secondary, and not merely Intermediate schools, inasmuch as they have to provide at least a five and normally a six years' curriculum beyond the standard of the Qualifying Examination (Article 29 of the Code), and have to aim at reaching the Higher Grade standard for the Leaving Certificate in all the subjects of their approved curriculum.

While, at this early stage of the Junior Student system, only in the year of its initiation, it would be over-statement to say that the organization for all the work of this curriculum is now everywhere and in all respects complete, yet I can with every satisfaction report that excellent, rapid, and most encouraging progress towards the achievement of such organization has already been made; and, further, I do not hesitate to say that in respect of the efficiency of the instruction which is given in them the Junior Student Centres, taken as a whole, stand well to the front among the schools which furnish secondary education in Scotland.

The Practical Training of the Junior Students.—As to the practical training in the art of teaching which is provided for the Junior Students at these centres it is not yet possible to report in definite terms. The Junior Student system is still too young to justify any valid conclusions or specific criticisms on the point; and, further, the wide liberty purposely—and most wisely, I think—left, under the Regulations, to the Managers of these centres to work out in their own way the detailed arrangements for the provision of this practical training has led to such an almost bewildering variety in the arrangements adopted, that precise estimate of the results is, for the present at least, impossible. Subject to the one controlling limit of having to assign to this work the minimum time laid down for it in the Regulations, the details of the arrangements made at the different centres have varied in almost every possible way—as regards, for example, the extent and the distribution of the time allotted to practical training, the staff employed to give it, the schools or the classes utilized for it, and the nature and the sequence of the subjects in which the Junior Students are set to practice. There is no reason to take exception to such variety. On the contrary, we are confessedly moving tentatively and feeling our way in the matter; and it has been a manifest advantage to secure, at the outset, such a varied range of practical experiment carried out independently by so many experienced, earnest, and skilled investigators and experimenters. At all the centres which have come under my inspection the work has been taken seriously, with a due realization of its importance, and Head Masters, Masters of Method, and Junior Students alike have, as a rule, thrown themselves heartily into it. It is a pleasure to report that, while amid such a variety of arrangements and method there have been of course not a few points of detail that call for criticism, I have found no centre where the tone in regard to this work was careless, or the carrying out of this important part of the Junior Students' training has been perfunctory or slipshod.

Encouraging Features of the Work of the Session. — This session of transition has been a somewhat unsettled, trying, and difficult one for all who are directly connected with the work of the training of teachers. In these circumstances it is most gratifying to me to be able to report here to Your Lordships that during the past session the whole work of the various Training Centres and Training Colleges has been carried on with most praiseworthy steadiness, zeal, and ability; that there has been a distinct advance in the quality of the results; and that further improvement is plainly manifest in the general tone and condition of the Training Institutions as a whole. I desire to make special commendatory and appreciative mention of the skill and devotion with which the teaching staffs of the Training Colleges have, amid rather unsettling conditions, continued so earnestly and steadily to discharge their duties, and of the readiness which they have shown to adapt themselves to changing circumstances and to master and utilize new methods.

Further Advance now to be looked for.—At a transition time like this it is not safe, nor would it be wise, to make forecasts. But I cannot help feeling, from all that I have seen of the spirit and the work of the past session, and from what I know as to the aims for next session and the organization made ready for it, that the session 1907-8 will be memorable for the definite beginning in it of a new system destined to effect momentous changes for the better in the training of our teachers and fraught with far-reaching beneficial influence upon the education of our country.

Scheme of the rest of this Report.—Section II. of this report will deal with the University work taken up by our Students in Training; Section III. with all the work of these students, both University and Non-University, which the Training Authorities have to provide for outside of the University classes; Section IV. with the papers of the candidates at the King's Scholarship Examination; Section V. with the papers of the Acting Teachers who sat at the Certificate Examination.

SECTION II.

UNIVERSITY SUBJECTS.

Increase of Attendance at University Classes.—The plan, begun 35 years ago, of including attendance at University classes as an integral part of the training course of the more highly qualified students has been consistently followed up to the present time. The number of students in attendance at the University has, from a very modest start, year by year steadily increased; 1,010 out of a total of 2,195 students in training being in attendance at the University this year, as compared with 759 last year out of a total of 1722.

Readjustment of Curricula.—Under the new system, not only has the whole field of training been greatly extended, but, in addition, better provision has been made for adjusting the nature and duration of the training courses to suit the requirements of the various classes of entrant. This closer adaptation to needs has no doubt tended to attract a larger number of candidates.

Rise in Attainments of Students on Admission.—Whatever may be the cause of the advance, it is clear that the average standard of attainment possessed by candidates for admission to training is steadily rising. No change has been made in the qualifications required to secure attendance at University classes. Either the University Preliminary Examination must have been passed or equivalent passes must have been obtained at the Leaving Certificate Examination. That the proportion of University students has risen in one year from 44 to 46 per cent. of the whole number in training is a most welcome proof of the upward movement in this respect.

Training Centres.—At the beginning of the session the Training Centres, previously under the management of the Local Committees, were placed under the control of the Provincial Committees. At all the old centres there has been an increase, and at the new centre established in Edinburgh 103 students were enrolled.

Training Colleges.—Of the 1,010 students in attendance at University classes, 409 were students in training at the eight Training Colleges. This shows a decrease of 20 from the corresponding number of the previous year. As these students attended the University under the same conditions, and enjoyed the same University privileges as the students enrolled under the Provincial Committees, there seems to be no need for making a review of their University work apart from that of the general body of University students in training.

Necessity for Courses of Study.—The direct object of this combination of University and Training College work has all along been to enable the more highly qualified students to prosecute their studies in certain subjects on a higher plane than was possible at a Training College, and also to afford them an opportunity of acquiring something of that wider culture which has always been associated with the atmosphere of a University. The undoubted success which has attended the introduction of University work into the students' curriculum is a complete justification of the far-sighted policy which initiated this system. Many eminent teachers in the public schools of to-day owe their present position and influence to the stimulus to advanced study which they received from the permission to attend the University during their course of training. Students of ability eagerly seized the opportunity offered, and many who were unable to graduate during their training course nevertheless found ways and means later on to complete the University course and obtain the coveted distinction of a University degree. But while this desire for graduation is a powerful incentive, and as a living force has to be reckoned with and utilized, there is the danger, unless proper safeguards be taken, of its interfering with and partially obscuring the prime purpose of training, namely, the thorough technical and professional equipment of the student for his future work as a teacher. Under existing circumstances instruction in many subjects that are needed for the equipment of the teacher of an elementary school—such, for example, as Drawing, Singing, Hygiene, Physical Drill, &c.—cannot be obtained at a University; and, accordingly, independent provision has to be made by the Training Authorities for the teaching of all such subjects. It is just in order to prevent the University work from dominating a student's course to the detriment of other necessary subjects that Article 24 of the Regulations provides that the instruction and training of students who attend University classes must be arranged on the basis of a well defined three years' curriculum of which the University classes to be taken shall constitute an integral part; and, by Article 18, such courses must receive the approval of the Department.

Little change in these Courses for the past Session.—The courses of study during the past session show little alteration from those which have been followed in recent years. The Provincial Committees have, however, as I have already mentioned, taken the question of curricula for the different classes of students into most careful consideration, and have prepared for adoption in the now current session a series of well-defined courses, which have received the approval of the

Department. As, however, these do not apply to the session here under review, detailed consideration of their constitution and merits is postponed.

Co-operation of University Authorities.—The University training of these students is a question which concerns not only the Training Authorities who are sending them in such large numbers to University classes but also the University Authorities who accept responsibility for this side of the teacher's training. More flexibility in courses to suit the needs of this class of student is desirable; but reform within the Universities hastens slowly. Meanwhile it is gratifying to note that there are distinct indications on the part of the University Authorities of their willingness to co-operate in this work of training. In the summer courses in Botany, Natural History, and Chemistry, in particular, care has been taken to conduct the work on lines admirably suited to the needs of students who are in training to become teachers. Mention may also be made of the recently established courses in Experimental Psychology and other branches of educational study. Additional evidence of this growing co-operation is to be found in the institution of suitable courses in Logic, Ethics, and Psychology, conducted by University lecturers, for the Non-University students at Aberdeen, Dundee, and Glasgow.

University Classes.—The Non-University portion of the curriculum followed by these students will be reviewed in the next section of this report, which deals with those portions of the instruction and training for which direct and separate provision is made by the Training Authorities. Here it is proposed simply to give an estimate of the efficiency and progress secured at the University classes. As I explained in last year's report, the students' marks for this work are, in the first place, assessed by the University professors or lecturers who conduct the respective classes attended. Towards the close of the session a report is received from each professor showing the order of merit and the relative mark of proficiency—based on the class and other examinations which have been held during the session—gained by the students in training who have been in attendance at his particular class. It is gratifying to note that the results for this year compare quite favourably with those of former years. Many of our students in training find their way into the prize and merit lists, and some carry off the highest distinctions.

Education.—The classes in Education are very largely attended, the total number of students at these this year being 334, as compared with 233 last year. More than one-third of the whole acquit themselves "with distinction." At Edinburgh two of the training students were medallists, and fourteen secured a place in the first class of merit. At Aberdeen, six gained prizes and fourteen were placed in the first order of merit. Equally good results are recorded at the other centres.

Psychology and Ethics.—In connexion with the Advanced Class in Psychology and Ethics which is conducted at Aberdeen in the summer session, Mr. Clarke reports that the class was an excellent one and the work throughout highly satisfactory. Eleven of the fourteen members of the class were graduates whose interest in their main subject was not confined to the bare, minimum of undergraduate requirement. Mr. Clarke is of opinion that the further study of Psychology and Ethics in their bearing on Education broadens and strengthens the foundations of theoretical knowledge, and is well calculated to give an impetus to independent thought and research in the student's subsequent career.

Experimental Psychology.—The three students who attended the class in Experimental Psychology at Edinburgh made a fair appearance.

English—The English classes show a large increase in attendance this year, the total number of University Students of this subject being 298, as compared with 188 last year. Of these 14 were in attendance at honours classes. The general results, though slightly lower than last year's, nevertheless indicate a very fair average of attainment. A larger proportion than usual fall into the class marked "fair." Professor Dixon, Glasgow, recommends that, where at all possible, the students in training should, as is advised in the Calendar, take the English Literature class in the third year of their University course, and after they have taken the class of Logic or of Moral Philosophy. Students who enter the English class earlier than this find themselves at considerable disadvantage. It may be noted here that the importance of reserving the University study of English until near the end of the training course is thoroughly recognized by the Training Authorities. In no case, except under very exceptional circumstances, is English taken in the first year of training. At certain centres it appears as, optionally, a second year subject, where no other arrangement is found to be possible; but students are strongly recommended to reserve it for the third year of training. Supervised courses in the reading of selected works of the best English authors invariably precede the study of this subject at a University class.

Latin.—There is an important increase in the number attending the Latin classes this year, the total having risen from 256 to 343. Of these, 5 attended honours classes. There is an appreciable advance in average attainment, the proportion of students gaining good marks being 65 per cent. of the whole as compared with 58 per cent. last year. Comparatively few distinctions, however, were gained at any of the centres. The results at Aberdeen are lower than those at the other centres.

Greek.—Few students in training attend the Greek classes. Of the 23 in attendance this year, 3 took the honours class. The results are rather disappointing, only 8 out of the whole number being credited with a mark above "fair."

French.—The total number in attendance at the French classes was 189, an increase of 41 on the total for last year.

Nine students attended honours classes. The average attainment is not quite so good as it was last year, a somewhat larger proportion of the total number of students failing to gain good marks. Dr. Sarolea (Edinburgh University) desiderates a higher standard of oral proficiency on the part of these students when they join his class. Ninety per cent., he observes, of the King's Students and Scholars are unable to follow his French lectures at the beginning of the session. At Glasgow the highest places in the French class were gained by students in training. Monsieur Martin refers in his report to the very large proportion of students who did not make anything more than a "satisfactory" appearance in his classes. The majority of the weak students were first year students.

German.—The German classes were attended by 63 students, of whom 11 attended the honours classes. This shows a considerable increase as compared with the numbers in attendance for the past few years. The reports indicate highly satisfactory attainments. Three-fourths of the total number of students have gained very creditable marks.

Mathematics.—The classes in Mathematics at the various centres were attended in the aggregate by 366 students in training, as against 279 last year. It is gratifying to note that there is an appreciable improvement in the quality of the average attainments, although too large a proportion of the students still fail to secure a higher mark than "fair." The results this year show that 60 per cent. of the whole number rise above this mark, as compared with 56 per cent. in the preceding year. Aberdeen and St. Andrews show the best results in this respect. Professor Chrystal, Edinburgh, anticipated that with the large increase in attendance this year there would probably be poorer results, but his anticipations fortunately have not been realized. Professor Steggall, Dundee, commenting on the large number of students whose work was relatively inferior, states it as his opinion that many do not derive the full benefit from the work of his class owing to their previous inadequate preparation and their practical ignorance of rudimentary mathematical ideas.

Natural Philosophy.—The classes in Natural Philosophy were attended by 236 students, as against 147 last year. The Professors' reports are generally very satisfactory. About 70 per cent. of the students acquit themselves with credit, and the distinctions gained are fairly numerous.

Moral Philosophy.—The classes in Moral Philosophy have not shared in the increase of attendance which has been so general at other classes. The number in attendance was 95, exactly the same as last year. The results, as a whole, are highly meritorious, 76 per cent. of the total number of students acquitting themselves with credit. Twenty-four have succeeded in gaining distinction in the class merit lists.

Logic.—The number of students who attended the Logic classes was 248 this year, as compared with 246 last year. The results generally are highly praiseworthy. The proportion of students gaining at least the mark "good" is 69 per cent., which compares quite favourably with the results of previous years. There is a marked improvement in the returns for Edinburgh, where 8 secure places in the first class of merit, and 14 in the second class. As usual, our students at Aberdeen have gained many distinctions.

History.—The results in History show a marked improvement upon those of last year. In this subject 85, in all, attended University classes, as compared with 71 last year. The proportion of the whole gaining the mark "good" has risen from 40 to 61 per cent. In addition to the number in attendance at the ordinary History class, 9 students attended the class in Constitutional History, with very creditable success.

Chemistry.—In Chemistry 50 students attended the Systematic classes, and 46 the Practical classes. The reports show that the work done was generally of high quality, and quite equal to that of former years. Less than 20 per cent. of the total number fall below the mark "good."

Botany.—The number in attendance at the Botany classes (which are held in the summer session) has risen from 44 to 207 this year. The greater portion of this increase is due to the attendance at Glasgow of 135 students, as compared with 10 in the previous year. The general results are thoroughly satisfactory. Professor Trail, Aberdeen, comments most favourably on the regularity of attendance and the diligence of the students. He is of opinion, however, that the pressure of other studies has affected the work of those who are found in the lower grades in his report.

Zoology.—In Zoology, 47 students attended the Practical class, and 52 students the Theoretical class at Aberdeen University during the summer session. The proficiency reached is very favourably commented on. Dundee had 24 Zoological students; St. Andrews, 3; and Edinburgh, 1. The results at these centres are distinctly creditable.

Geology.—Geology was taken by 12 students in all, of whom 11 showed very creditable attainments.

Other Subjects.—A few students attended one or other of the following classes:—Political Economy (5); Agriculture (1); Archæology (2); and Surveying (6).

SECTION III.

NON-UNIVERSITY WORK.

Non-University Subjects, both Professional and General.—As has been already mentioned, the majority of the students in training are still—though this year in markedly diminished relative proportion—those who do not attend any University classes. For students in training who do attend the University the Training Authorities have to make direct provision of instruction only in those subjects of the professional training and general equipment of the future teacher for which provision is not made at the University. But in respect of their Non-University students they have not only to provide the instruction in these indispensable subjects, but they have also, through their own resources and organization, to make provision for "the revisal or the development of the student's knowledge of the subjects of general education." It is with this wide range of Non-University subjects, both professional and general, that the present section of my report deals.

Assessments of Students' Marks.—In my report for last year I explained fully the then newly adopted method according to which the attainments of the Student in the various subjects of his curriculum were ascertained, and assessed. The same system has been adopted this year. It has worked with even greater smoothness than last year, and with at least equally satisfactory results.

Reports by Special Examiners.—The following observations on the nature of the provision made for the various subjects of the curriculum and on the quality of the work done in them are based upon the reports furnished by the Special Examiners to whom the duty of inspecting the several branches of the work has been assigned by the Department. In summarizing these careful and valuable reports—as I am unfortunately obliged to do, from considerations of space—I shall do my best to preserve their essential features and to omit none of the helpful suggestions which so many of them contain.

General Level of Efficiency very Satisfactory.—From the perusal of these reports, as well as from my own observations made on the occasion of my visits to the various Training Centres, I am glad to be able to state that the general level of efficiency of the work in connexion with the training of teachers has never, in my experience, been higher than it has been during the past session.

THEORY OF EDUCATION AND PRACTICAL TRAINING.

Theory and Practice of Education.—As in former years, the Theory and Practice of Education come more particularly under my own observation. The favourable opinions which I have had the pleasure of expressing in previous reports upon the attention paid to this part of the training work and upon the efficiency with which it is carried out have been strengthened by further experience and more extended observation of it this year. I have found the lecturers on theory, and the masters and mistresses of practical method one and all actuated by a just sense of the vital importance of this side of the training work, and keenly alive to the responsibility which rests upon them as trainers of the future teacher. Not a few of them, besides, bring to their work a living personal enthusiasm that awakens a responsive spirit in their students.

It is gratifying to note encouraging signs of increased interest in Child-study, and also of earnest desire to keep abreast of recent developments in method. But the feeling that changes in organization were imminent has prevented any decided departures in the way of new experimental work. Greater thoroughness and improved efficiency along the old lines are the main characteristics of this year's work.

Theory of Education.—The study of the Theory of Education has in general been pursued on the lines of previous years. As a rule, the giving of the instruction in this subject has devolved upon the Principal of the Training College or Centre. In three instances, however, the work was taken, wholly or in part, by a Master (or Mistress) of Method.

At several centres practical work has been more or less systematically carried on in Experimental Psychology, interest in this subject having been greatly stimulated by the more important place which has recently been given to the study of School and Personal Hygiene.

Specialization in the Teaching, with the aid of the Universities.—There are noteworthy indications that it is beginning to be better realized that Education as a branch of the curriculum covers a wide field within which there is a good deal of room for specialization. In the arrangements for next session provision is being made for the giving by specialists of separate courses in Logic, Psychology and Ethics, Experimental Psychology, and the History of Education. In most cases the specialists who take this work will be University Lecturers or Assistants. Both the specialization in these subjects and the co-operation of the Universities are to be heartily welcomed; but care may have to be taken that in these courses the subjects are treated not so much from the traditional academic point of view as with the aim of making them really helpful to the future school-teacher.

Training in Practical Method.—The practical application of the theoretical principles of Education to the teaching of the various subjects in the school curriculum forms the special branch of professional training placed in the hands of the Masters (or Mistresses) of Method. At all the Training Centres the work in this branch is carried out with much care and with, on the whole, very satisfactory efficiency. While, as a rule, each centre shows some individual and distinctive feature in the methods which it adopts, yet there is in the main similarity of procedure in this work at all the centres. Methods are discussed with and by the students; demonstration or model lessons are taught by experts; criticism lessons are taught and criticized by the students, under the guidance of members of the training staff; and provision is made for securing adequate and duly supervised additional practice in teaching. It is a recognized rule at all the centres that the lecturers in the other branches of the curriculum take part in this training, in so far as it deals with the teaching of their several subjects. Much mutual benefit is admittedly derived from this collaboration. There is, however, room for further and more systematic development of this practice.

Criticism Lessons.—At all the centres the traditional Criticism Lesson continues to be an important factor of the training in method. Judiciously used and properly co-ordinated with the other means at the disposal of the instructors, it is undoubtedly of high value in the training course, and no one would lightly discard it. But to be used to the best advantage and to be made a really effective instrument of training, it must be carefully supervised and regulated. As still sometimes conducted, it is open to the grave objections,—that it is taught under conditions that are abnormal for both teacher and scholars; that it therefore has about it more or less of artificiality; that it does not fit in naturally and properly to the stage of knowledge and advancement of the pupils to whom it is given; and that, consequently, instead of being a lesson properly so called, it is too often but a sort of exhibition-revisal of former and already well-known work.

Utilization of the Public Schools.—The now wider and more systematic utilization of the public schools for the purposes of the practical training of our students will do much to obviate most of these disadvantages. The additional practice obtained there, with normal classes under normal conditions, and with only the class teacher, and, occasionally, a master of method present, will give ample opportunity for calling forth, testing, and developing disciplinary power; and, from the conditions of the case, this teaching-practice must follow the lines of the ordinary class-work according to the school time-table.

Both methods are needed. The college criticism lesson puts into concrete form the conceptions which the student has derived from the theoretical lectures and discussions on principles and methods, and gives him an opportunity of improving any skill in the handling of classes which he has gained from his previous experience. Further, it provides opportunity for noting and estimating teaching-results, for drawing attention to mistakes in method, and generally for stimulating in the students an observant and reflective attitude of mind with regard to both the processes and the effects of right—or, it may be, of wrong—teaching. Then in most valuable, indeed necessary, supplement to this, the additional practice carried on in the ordinary school helps to develop and increase the student's skill in the management of large classes and in the proper handling and presentation of subjects, and affords to him further opportunities of testing and correcting ideas gathered merely from his theoretical study, whilst it also tends to make permanent his acquisition of approved methods of teaching.

Demonstration Schools needed.—For the purpose of demonstration and criticism lessons a *Demonstration* (or, to use the old term, a "*Practising*") school specially attached to the

Training Centre is a most desirable, indeed, an indispensable adjunct to a properly equipped centre. This school need not be large. It should, however, be really a "model" school—a model in respect of organization, furnishing, and equipment, as well as in respect of methods of teaching. Students should be able to see there the most approved methods put into systematic practice under the best conditions. There is still room for considerable development and reform before it can be reported that this ideal is being satisfactorily realized. In such a school all that is best and most up-to-date in equipment for school work should be found in use. The Training Demonstration School should eventually have its special separate rooms for the teaching of Geography, History, Languages, Science, etc., each completely equipped with all the most suitable aids to the proper study of its particular subject. It should also be a model school in all hygienic respects.

In order to attain a thoroughly satisfactory solution of the various problems as to organization, staffing, curricula, etc., that are incident to the new conditions under the Provincial Committees several difficulties have yet to be overcome. I am glad to report that these are being tackled with resolution and wisdom.

The very large numbers that have to be dealt with now at some of the centres constitute a special difficulty. Everywhere there is manifest the desire to make the Practical Training of the students as effective as possible; but where the numbers are very large there is a tendency to make the class-groups of the students unduly big, to the marring of the thoroughness and efficiency of the discussion, criticism, and observation branches of this work. Special attention has been called to this point wherever necessary; and in all these cases arrangements either have already been made, or are in progress, for the needed increase of the staff for Practical Training.

English, History, and Latin.

English.—The prime importance of the study of English as an essential part of the curriculum is duly recognized at all the Training Centres. From the reports by H.M. Inspector Mr. Smith, (who has succeeded Dr. Dunn as Special Examiner in English) I am glad to find that in this subject the progress noted in previous years has been very creditably maintained. The programmes of instruction at the various centres have been most assiduously and intelligently carried out. But some of these programmes are yet, as might be expected, open to revision and improvement. In several instances there was found a tendency to over-emphasize exegesis. Occasionally the books selected for reading included a few that could not be considered as belonging to the main current of English Literature. At one college the teaching was in too many hands, with the result that there was too much diversity of aim and method: at another it was in the hands of only one lecturer, where the amount of work to be overtaken plainly called for additional assistance.

History.—The work done in History at most of the Colleges is the subject of favourable comment.

Latin.—Elementary Latin is taught in the Training Colleges generally on sound lines, and with special consideration of the bearing of the study of this subject on the study of English.

The General Level of the Work in English.—In addition to his special reports on the several centres, Mr. Smith has furnished an able and interesting general report which, while describing the condition and quality of the instruction as a whole, contains many wise and stimulating suggestions. In this report he states that at first he expected to find the work done at the Training Centres more or less on the University level, but that this expectation was not realized. In only one college could it be said without reservation that the work in English was on the University level; and even there signs were not lacking that the ideal had been pitched too high for some of the students. As to this Mr. Smith remarks :—

> "This statement does not necessarily imply any disparagement of the work elsewhere attempted in Literature. If the students are not fit for University work it would be foolish to attempt University work with them. But the fact that in one, at least, of the colleges work on that plane is attempted with considerable success suggests the question whether the lower aim with which the other lecturers are content is altogether imposed on them by the inferiority of their material, or is in part a survival of a standard and a method inherited from the days of Certificate Examinations."

The question here raised is worthy of serious consideration, and it will no doubt command the thoughtful attention of those who have charge of the English studies at the Training Centres. Emancipation from bonds which for so many years restricted the main stream of effort to the narrow channel of preparation for set examinations is being realized but slowly. Yet genuine progress in this direction has been made in recent years. Curricula have been widened, and a freer spirit has been infused into the study.

English Literature.—In a very thoughtful excursus on the English curriculum best fitted to turn students into effective teachers, Mr. Smith places English Literature first in the rank of culture-subjects. His chief objection to the current methods of instruction is that they do not cling fast to this point of view, but regard Literature as a mere object of literary interest, or even simply as a department of scholarship. The former of these incomplete conceptions leads to discursiveness, to undue attention to minor figures, and to an over-fondness for Literary History; the latter is apt to lose sight of the larger issues and to "burrow in a warren of exegesis and textual comment." Mr. Smith's practical suggestions may be best given in his own words :—

The Selection of Books to be read.—"The books selected for reading should be chosen first of all for their *matter*, for their power of stimulating thought and widening the intellectual horizon. If the teachers are still young enough to remember what books so influenced themselves, they can do no better than choose and expatiate on these.

"But form is important too. The study of Poetics and of Rhetoric—of the arts by which the poet and the orator produce their effects—is itself no inconsiderable part of culture, and has a strong attraction for the scholastic mind. But this study should be pursued not along the high *a priori* road but by the patient and minute analysis of a few masterpieces.

"Furthermore, Literature is not a mere intellectual instrument. As such, it is inferior to Philosophy. But it can do something that Philosophy cannot—it can appeal to the emotions and the sentiments. And recalling what was said of the stunting effects of the pupil-teacher curriculum, I am disposed to rate this function of Literature very high.

"Fortunately, all these aims—the cultivation of intelligence, of judgment, and of feeling—can be achieved by keeping in the main current of English letters. We should not waste time on trivial moderns."

English Language.—The subject of English as a language is represented on the official syllabus by (*a*) Phonetics, (*b*) Elementary Latin. Phonetics will be considered separately in a later part of this report. Meanwhile it seems desirable to give expression to Mr. Smith's views on its place in the English curriculum. Mr. Smith points out that a considerable extension has been given to the original conception of this subject, with the result that the course in it has now in most places developed into a fairly full treatment of Linguistics. He calls attention to the possible danger of this study's thriving at the expense of English Literature and eating its way into the time hitherto devoted to the latter subject, and pleads that every possible care should be taken to obviate such a result. The full study of Linguistics is, in his opinion, more for those students who are seeking to specialize than for those ordinary students who are merely seeking to qualify themselves for the General Certificate. Were Linguistics recognized as a University subject, it could be left to hold its own there against other University subjects. For Non-University students Linguistics should be regarded strictly as a professional subject, to be pursued simply as far as may be necessary to make them efficient teachers of English in the elementary school.

Elementary Latin as a part of the English Course.—Regarding the propriety of including Elementary Latin in the English course Mr. Smith remarks :—

"On the one hand, Latin holds quite a unique position as a source of English vocabulary; on the other, I have observed that even a slight knowledge of Latin as a real language—a language in which sense could be written—created an interest in English vocabulary that was never produced by the study of isolated roots. Moreover the influence of Latin on English syntax has at various times been considerable."

History.—In the two short courses on History given in the summer sessions there are generally two objects in view. In the first place an attempt is made to expand the student's horizon, hitherto limited to British History, so as to embrace the greater movements of European History; and in the second place, British institutions are passed under review, and a sketch is given of Constitutional History. The length to which these lines of study can be followed is determined by the time available and by the initial attainments of the students. Yet, circumscribed as it must be, the study of History as at present pursued has a real value, especially when it is enriched, as is generally the case, by collateral study of great writers like Burke or Gibbon. The least satisfactory work was found at one centre where the subject was treated merely on the lines traditional in secondary schools.

MATHEMATICS.

Mathematics.—The study of Mathematics is conducted on very intelligent lines at the various centres. Steady progress is the chief note of the past session's work. The following report by Messrs Philip and Fraser, the Special Examiners in the subject, indicates the advance which is being made in organization and attainment:—

> "During the past session classes in Mathematics have been held at Dundee for the first time, under the charge of Mr. Norrie, the University Lecturer on this subject. The original syllabus of instruction was considerably modified, and at one visit of inspection during the latter period of the session the work appeared to be conducted with real benefit to the students. The lecturer has taken the utmost pains to make his teaching effective, and an examination of the ground actually covered showed that his efforts had met with success.
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> "At the other centres (the same as formerly) the work was found at our visits to be proceeding very satisfactorily according to approved syllabuses of past sessions. Each college has developed a course more or less distinct from the others, but the same spirit pervades the instruction throughout. The aim is well defined, and both lecturers and students are interested in this subject. It has already been noted that the sub-division of the classes at the larger centres has had the effect of bringing teacher and student into closer touch, with excellent results. While the subject has a natural development of its own, its connexion with other subjects of the curriculum has been duly appreciated."

SCIENCE AND GEOGRAPHY.

Science—Distinct Progress.—From the report furnished by H.M. Inspector Mr. F. W. Young on Science and Geography it is gratifying to find that in these subjects there has been distinct further progress during the past session. Students are now entering the training institutions with a more advanced knowledge of Experimental Science than formerly, and the schemes of instruction have had to undergo modification to suit the new starting point. More advanced work is now possible, and the Centres have been quick to respond to the fresh demands involved in the extension of the study. To assist in this forward movement, Mr. Young indicates in a series of suggestions the lines along which the study might be most profitably developed.

Suggestions for further Development.—These suggestions have already been communicated to the several Training Authorities. With the general lines of Mr. Young's proposals I am entirely in agreement; they indicate in my opinion, the kind and course of Science work which undoubtedly are the most useful for our students in training.

Laboratories.—The laboratories, many of which are either new or have been improved within recent years, are generally well adapted for their purpose. At the Glasgow Roman Catholic College a splendid laboratory has been fitted up within the handsome new buildings just completed there. Bright, spacious, and exceedingly well appointed, it takes its rank among the best laboratories in the country. In it admirable facilities are provided for the prosecution of Nature Study in all its branches.

H.M. Inspector Mr. Young's Report.—I have pleasure in giving here Mr. Young's report, which presents a graphic yet succinct review of the year's work:—

"The Science work in the different Training Colleges has undergone during the past session further modification and extension in order to meet the requirements of students coming up from schools and pupil-teachers' institutes with a wider experience of Experimental Science work than formerly. As a rule more advanced courses of study have been provided. These have varied in character according to the predilections of the instructors, who have had every encouragement given them to develop their work along the lines considered by themselves most suitable in the circumstances. Useful and varied experience has in this way been gained.

"In some of the Colleges the phenomena of Light have been experimentally studied—shadows and eclipses, reflection from plane surfaces and curved mirrors, common cases of refraction, lenses and spectacle glasses, the simple telescope, the optical lantern, the photographic camera (with a lesson or two on photography), the eye as a camera, etc. All this has been thoroughly well done, and the work has been highly valued by the students.

"In last year's report it was urged that, instead of pursuing a continued course of instruction in any particular Science, the work should rather at this stage follow more and more the lines of Nature Study methods applicable in the Elementary School, so that the skill and knowledge of Experimental Science already acquired by the students should be applied to the physical and chemical investigation of various common and naturally occurring substances and phenomena. Studies based upon this suggestion have already been entered upon, and wherever this has been the case the work has been attended with a large measure of success. Among the various subjects taken up may be mentioned (*a*) sea-water; (*b*) starch and sugar, with some of their derivatives; (*c*) forms of calcium carbonate found in nature; and (*d*) coal, in its many varieties.

"The students selected for the work were allowed a fair measure of latitude in their operations, it being stipulated that a faithful record should be made and kept of every part of the students' own experiments, observations, and findings. These note books, neatly written and illustrated, have proved in several cases most encouraging reading. In conversation with the students one could not fail to be impressed by the large amount of interest which has been aroused and maintained. The new work has been entered upon with great zest and spirit, as a rule; and there is good reason to believe that its continuance is now assured.

"The Botanical and Zoological studies have not undergone any development worthy of special mention. Few of the students hitherto have come up to the Colleges with any previous knowledge of these subjects, and so progressive changes in the study of them have not yet become essential, as in the case of the physical and chemical studies. The courses of study mapped out for previous sessions have been followed generally, but a perusal of these, or even of the students' note-books—good in many cases as they are—would fail to give anyone an adequate estimate of the value of the work done in these classes. The instructors are highly skilled and enthusiastic naturalists, and the expert guidance given to the students both in the laboratory and in the field is, in consequence, of a very satisfactory nature. The lessons and excursions have been excellent illustrations of the method of Nature Study, and they will doubtless be recalled by the students with satisfaction; but the small amount of time given to the work in the course of two short summer sessions has proved quite insufficient for more than a bare introduction to the study of living things.

In the changes that are being made in the curricula of the Colleges, an amplification of the botanical and zoological work is essential if Nature Study is to take a worthy place in the Elementary School.

Geography.—The instruction in Geography is now of a very practical type. The time which can be spared for this subject is perhaps not all that could be desired, but the course universally followed is on lines which cannot but be of great permanent value to the students. Concerning the nature of the work done, Mr. Young remarks:—

"Beginning with a simple survey of some small part of the surrounding district in which the plane table, the sight compass, some simple form of theodolite, the clinometer, etc., are all brought into actual use by the students themselves, a plan of the surveyed district is made, and the students are given in a thoroughly practical way to understand the principles of map-making, and incidentally to learn something of land measuring, the determination of amount of slope on a hill side, the making and use of contour lines, etc.

Careful survey map reading is made a feature of every class, and the general physiographic features of the district are, as a rule, carefully studied. Good relief maps have been constructed in a few of the classes.

"Some simple astronomical geography is usually introduced into the course, as well as the study of weather charts and the factors which determine climate."

FRENCH.

Modifications in the Study of French at the Training Centres now probable.—The operation of the new Regulations will necessarily produce changes of organization in the study of French at the Training Centres. Under the new schemes of study which have been proposed for the current session the extent to which French, which has been made a strictly optional subject, may be taken, has every prospect of being modified.

Progress during the Past Session.—During the past session, however, it has been taken by the same classes of students, and under the same organization as formerly. Monsieur Martin, the Special Examiner, comments most favourably on the progress which has been made. The quality of the work has been appreciably raised. The classes are not too large, and they have been well graded. Class teaching is supplemented by tutorial work under *répétiteurs* or *répétitrices.* This combination has contributed much to the uniformly good results which have been attained at the various centres, especially in oral work. Concerning the recent improvements in methods, Monsieur Martin reports:—

"Antiquated and wearisome forms of teaching have practically been abandoned, and if one looks over the syllabuses of work one easily realises, in some measure at least, the extent of the existing improvement. The greater part of the time in class is occupied by the critical reading and study of carefully selected French texts, by oral composition in French, and the correction of exercises in free composition. Such teaching is highly appropriate in the case of students in training. It is stimulating and inspiring in the same measure as it is exacting."

GERMAN.

Tendency to relegate German to the University.—As in the case of French, the whole tendency of the new Regulations is to encourage the study of German at University classes rather than at specially provided classes at a Training Centre. So far as German is still retained at several centres among the optional subjects, one of which may be selected by students even though they are not in attendance at a University, separate provision will doubtless be made for its teaching by the Training Authorities, but it is not anticipated that the demand for it by this class of students will be very large. During the past session the arrangements for instruction in it were allowed to continue as in previous years. Classes in German were accordingly taught at four of the Training Colleges. Concerning the quality of the work Dr. Schlapp, the Special Examiner, reports:—

> " *Work at four of the Training Colleges during the past Session.*—No material change has taken place during the last year in the teaching of German in the Colleges. The number of students is steadily diminishing. There is noticeable in all the colleges a continued progress in distinct articulation and correctness of pronunciation. Promising attempts are being made—especially in the Church of Scotland College, Glasgow—at intelligent and expressive reading aloud of prose and verse. Class libraries have been formed at all the colleges, and are taken advantage of. Free composition forms everywhere an important part of the work. The study of colloquial idioms and the practice of oral composition and conversation are not neglected. In the oral examination candidates showed, on the whole, commendable readiness and fluency in the use of simple German. The papers of some of those who failed in the written examination were very disappointing. In many of these cases there was evidence of gross ignorance of the elements, of a want of familiarity with poetic diction and poetic thought, and also of a want of practice in simple German prose writing."

PHONETICS.

Developments in the Study of Phonetics during the past Session.—The arrangements during the past session for the study of Phonetics have been beneficially modified at several of the centres and show on the part of the various training authorities an increasing appreciation of the value of the subject as a necessary element in the equipment of a teacher. In several cases, where formerly too little time was set apart for this study, the course has been very profitably extended. For the first time, since this subject became an integral part of the teacher's curriculum, has it now been adequately provided for at all the centres. There has been also a gratifying rise in efficiency all over, and particularly at the Edinburgh Church of Scotland Training College, the Glasgow Church of Scotland College, the Glasgow Roman Catholic College, the Glasgow King's Students Centre, and the Aberdeen King's Students Centre. There is still difference of opinion as to the extent to which the study may be most profitably prosecuted, but there is common agreement that the student-teacher should possess a thorough grasp of practical Phonetics, so that he may be able to deal scientifically and effectively with the ordinary defects of pronunciation to be met with in the public school. Such practical knowledge can be acquired only through much individual practice under expert guidance. To secure the best results it is of the utmost importance that the students engaged in this practice should be taught in classes of a reasonably small size. During the past session subdivision of the students into groups for practical work has been more or less systematically carried out at most centres of training, and there is good reason to expect that the progress noted this year will not only be maintained but even be increased under the new conditions. The following extract from the report of Professor Wyld, the Special Examiner in this subject, shows the nature and extent of the advance made this year:

> "It affords me great satisfaction to be able to inform Your Lordships that the general standard of attainment in Phonetics is distinctly higher this year than it has been before. A better series of results has been obtained throughout all the centres, and everywhere almost there are signs that the purpose and possibilities of Phonetic study are being better grasped, and that the application of this method to the practical and historical study of the native tongue is in a fair way to be intelligently developed. I could wish that the application of Phonetics to the study of Modern Foreign Tongues were more thorough-going and systematic in some centres, but I am in hopes that this, too, may come in time."

DRAWING AND MANUAL INSTRUCTION.

Drawing.—The report on Drawing, by H.M. Inspector Mr. Ewen, is again a record of steady progress. The importance of Drawing, both from the professional and from the æsthetic point of view, is being more thoroughly appreciated at all the centres. It is, however, to be regretted that several of the Art rooms are still poorly equipped and badly lit. These defects will no doubt be remedied by the Provincial Committees at an early date.

I desire to emphasize Mr. Ewen's appeal that every care should be taken to have the Drawing course in the Demonstration Schools carried on under the most favourable conditions and on the most approved lines. Mr. Ewen's remarks upon the modifications of the course in Drawing which are called for under the new conditions are also worthy of very special attention.

It is specially pleasing to note the enthusiasm shown and the progress made by the students admitted, under Art. 73 (*C*) of the Regulations, for a single year's training.

Visits by the students to art galleries and museums, so strongly advocated by Mr. Ewen from the point of view of their effect in cultivating the artistic feeling, are deserving of every encouragement.

Manual Training.—Manual training is carried on with marked success at several of the centres. This whole subject, however, is capable of considerable development.

I append almost *in extenso* Mr. Ewen's full and suggestive report:—

> "*Progress in Drawing.*—Progress in the teaching of Drawing and allied subjects in the various Scottish Training Centres has been well maintained during the past session. The importance of Drawing for the student in

training, not only on account of its place in the ordinary school curriculum, but also as a culture-subject of the most valuable kind, has been generally recognised by the Training College authorities, and due provision has accordingly been made for the adequate teaching and development of Drawing in the various Training College syllabuses. The great progress made during the past few years, and the standard of attainment which the subject has now reached in the Colleges, afford abundant evidence that the opportunities provided have been well taken advantage of by the Art staffs of the different institutions.

"Both the professional and the æsthetic sides of the subject have, as far as circumstances permitted, been well provided for in the past by the Training College Committees, and doubtless the new Training Authorities will see to it that there is no falling back under their régime. Indeed, the present conditions are more favourable to development than the former ones, and many of the disabilities previously existing can now be entirely removed. Under the new arrangements the necessity for teaching Drawing in unsuitable Art-rooms, poorly equipped and badly lit, need no longer exist. Again, where the Training Centres have Practising Schools attached to them, steps should be taken to ensure that the Drawing instruction is in every case carried on under favourable conditions and on thoroughly sound lines, so that the students may have opportunities of seeing Drawing taught as it should be, and of practising the actual teaching of the subject under really satisfactory conditions.

"*Prospect of modification of course, under the new Regulations.*—As soon as the new Training Regulations have attained their normal working conditions, and students come up to the Training Centres with a sound course of training in Drawing extending in many (or most) cases, over five years beyond the qualifying stage, the need for so full a course at the Training Centres will not be so insistent, and the College Art-masters will be able to concentrate more upon the æsthetic and pedagogic sides of the work than was possible in the past, when executive skill and experience on the part of the students were so often sadly wanting. As yet, however, this desirable condition of affairs has hardly been reached, and until the Junior Student Centres are thoroughly equipped and staffed for this part of their work, and junior students come up to the Training Centres with reasonable attainments in Drawing, the Provincial Committees will have to make fairly full provision for Drawing instruction, if their students are to maintain the standard which has been set by the Training Colleges in this important subject. It need hardly be added, however, that the matter is not entirely one of time; and, while a reasonably high standard of attainment is eminently desirable, once this has been secured and the culture-side of the subject has received reasonable attention, further study need not be made obligatory.

"*One Year Students.*—A particularly interesting feature of the new régime this year has been the introduction into several of the Training Centres of a number of acting teachers who came up for one year's training under Art. 73 (*c*) of the Regulations. In the majority of cases the attainments in Drawing of these students were not very high, but almost without exception they took up the work with the greatest enthusiasm, and made marked progress throughout the session, both in executive skill and in understanding of methods and principles. The value of this year of training to these students can hardly be over-estimated.

"*Teaching Staffs.*—Drawing instruction in the Training Centres is in the hands of able and enthusiastic teachers, well qualified in the various branches of the subject, and fully alive to its development. While in every case the fundamental and essential parts of the subject are well emphasized and a sound training secured, there is not even the suggestion of stereotyping or any undesirable uniformity in the methods by which the work is carried out in the various centres. The necessity for the correlation of Drawing with other subjects of the Primary School curriculum, such as Nature Study, Manual occupations, Sewing, etc., is fully recognised.

"*Art-Masters' Visits of Observation.*—The desirability of the various Training Centre Art-masters visiting the Art Departments in other

Training Centres for the purpose of seeing the work done there and of discussing principles, methods, and possible developments, has already been called attention to in former reports. Several useful visits of this kind have been made during the past session, and arrangements should be come to for securing their continuance.

"*Visits to Art Galleries.*—Arrangements should also be made for continued visits being paid by the students to art galleries and museums for the study and criticism of pictures and other works of Art, under the guidance of the Art master. Such visits should constitute an important feature in the artistic training of the students, and would be of lasting benefit to them as future teachers.

"*Manual Work.*—The development of manual work at the various Training Centres where provision has been made for carrying it on is being well attended to, and the session's work gives evidence of considerable progress. In the case of men students the bulk of the time, as a rule, is very properly given to instruction in Woodwork; but in most instances other materials also receive their share of attention, and the value of the instruction is increased accordingly.

"Schemes of Manual occupations for women students have also been instituted in several of the Colleges, and are working very satisfactorily. Cardboard Modelling, including Drawing to Scale and Development of Solids; Stencilling and Embroidery, both from original designs planned in the Art room; and Clay Modelling, carried on as an integral part of the Drawing instruction, have been the principal occupations taken up in this connection.

PHYSICAL TRAINING.

Physical Training.—While the Physical Training at the various centres has been somewhat uneventfully conducted during the past session on lines similar to those of former years, the subject has been receiving the serious consideration of the Provincial Committees. Important changes are in contemplation, which will necessitate an almost complete reorganization of the present system. Underlying these changes is a conviction of the soundness of the conception that Physical Training is but a part of the larger study of the Personal Hygiene of School Life, and that the closer the connection which can be maintained between the various parts of this study, the better will be the results. Captain Foster, the Inspector of Physical Training for Scotland, in a most careful and interesting report details the steps which have been taken by the Training Authorities to co-ordinate the inter-dependent parts of this larger subject so that the students may reap the greatest possible benefit from them. In company with Dr. Leslie Mackenzie, the Department's Special Examiner in Hygiene, he has been consulted by the Committees with reference to future arrangements. With the view of giving all the help they could, these experts prepared a most interesting and suggestive Memorandum on "Systems of Physical Training and their relations to the Personal Hygiene of School Life." This Memorandum was communicated to the Committees towards the end of last session. In this Memorandum the existing systems of Physical Training are passed under review and their relative applicability to the training of the young is discussed. In the more recent systems, which have been formulated on physiological principles, growth is made the cardinal conception; and the exercises are designed to suit children at different ages and different stages of development. Fitness for the prescribed exercises, moreover, requires to be ascertained. This is a first condition so that the exercises may be judiciously adapted not only to foster normal development but also to secure improvement of defects. Medical supervision is therefore necessary as a preliminary to any prescription of physical training. The importance of viewing education on both its mental and its physical sides as essentially one process can scarcely be over-estimated. From such considerations the nature of the training most suitable for teachers is evolved, and it is shown how necessary it is to secure instructors of the proper type—instructors who have been trained in the general physiology of nutrition and growth, in the physiology of bodily exercise, and in the recognition and management of defects and diseases. This leads to the conclusion that at every centre for the Training of Teachers a special expert Medical Officer should be in charge of the whole department of Hygiene and Physical Training, and that under his supervision specially trained instructors should conduct the practical exercises. The Committees at Edinburgh and Glasgow are to give effect to these recommendations in their arrangements for the forthcoming session. At these centres an agreement with the School Boards has been made, by which the chief Physical Training instructor under the Provincial Committee will also be employed by the School Board to supervise this training in the schools and to direct the instruction of the Junior Students. This co-ordination will be mutually beneficial. A syllabus of work is to be prepared to cover five years of training for our future teachers, comprising a three years' course as Junior Students and a two years' course as Senior Students. The Aberdeen Provincial Committee have a similar scheme under consideration.

Work of the Past Session.—With reference to the work of the past session Captain Foster has several criticisms and suggestions to make. Concerning the time devoted to the subject at the different Centres, he reports:—

> *Time-table Arrangements.*—"During the past year some students received two hours' instruction per week both winter and summer. Other students received one hour's instruction per week, winter and summer; while certain students received only one hour's instruction during the winter session and no instruction at all during the summer session. In such cases the lectures on Laws of Health, School and Personal Hygiene, and Child-study commenced when the Physical Training ceased. This arrangement is unsatisfactory if there is to be a close connection between the two subjects. The total cessation of Physical Training and of practice in the teaching of the subject during part of the year has many disadvantages. Though the time might have to be considerably curtailed during part of the year, the work should be continuous."

This criticism will no doubt receive due attention from the Committees in their schemes of reorganization.

Size of Classes.—In some cases it is necessary that care should be taken to reduce the size of the classes. At one training College the women's classes contained between seventy and eighty students, *Gymnastic Costume.*—On the subject of gymnastic dress Captain Foster reports:—

"There has been no difficulty in getting the greater number of women students to provide themselves with suitable costumes and shoes. At the United Free Church Training College, Edinburgh, the female students do not wear costumes. This probably is owing to the lack of suitable accommodation for changing-rooms at the college.

"So far the men have not adopted any simple gymnastic dress. Some have provided themselves with jerseys and gymnastic shoes, but many still wear their ordinary clothing, and do not remove their coats, braces, or collars."

Accommodation.—The accommodation for Physical Training has been improved at several of the Centres. The United Free Church Training College, Edinburgh, is the most handicapped by want of suitable accommodation. The shed, under part of the College buildings, where the work is carried out is entirely unsuited for the purpose, and is wretchedly cold and depressing in winter. The University students under the Edinburgh Provincial Committee had the use of George Watson's Boys' College Gymnasium for the men, and of the Ladies' College Drill Hall for the women. At Glasgow the students under the Provincial Committee were allowed the use of the University Gymnasium. Here several desirable improvements are in contemplation.

Keeping of Records.—With regard to future arrangements, Captain Foster emphasises the importance of the keeping of a careful Record of Work at all Training Centres, and recommends that the students should likewise be required to keep individual records, which should be open to inspection. He is also of opinion that the arrangements for the teaching practice in Physical Exercises require reconsideration and improvement.

HYGIENE.

Hygiene.—Dr. Leslie Mackenzie has again furnished most interesting reports on the teaching of Hygiene in the various Colleges. From a perusal of these reports it is pleasing to note that the progress referred to last year, particularly in the development of the practical side of the study, is still continued and is even in some respects more advanced. The clinical work is becoming more and more predominant, and there are now comparatively few centres where the theoretical expositions are not systematically concretely illustrated. At one centre, where the methods employed by the lecturer rank among the most intelligent, Dr. Mackenzie remarks that at every meeting of the Hygiene Class, whether for lecture or demonstration, provision was made for suitable concrete illustration of the subjects under discussion by the attendance of selected children from the Practising School or from other neighbouring schools. The Colleges most conspicuous for the thoroughness with which this practical side of the study is pursued are the Church of Scotland Training Colleges in Edinburgh and Glasgow, and the United Free Church Training College, Glasgow. Dundee Centre ranks next. At the other centres, much of the work was very good, though not so well developed on this practical side as it might be. It is anticipated that the new arrangements made for the current session by the Provincial Committees in connexion with their scheme of placing both Hygiene and Physical Training under the control of a special expert Medical Officer, will do much to accelerate developments in these centres along the lines which are so keenly desired. In his reports Dr. Mackenzie describes several fresh and interesting developments in methods which have come under his notice. In illustration of the nature of the work done in these classes I give the following extracts:—

Physical Training "Model Course."—"A new feature of the course this year was the employment of a boy to show all the movements of the 'Model Course'—the muscles involved, and the possible deformities resulting from improperly conducted exercises. The boy was stripped so far as necessary and the students were requested themselves to perform the exercises, instructing the boy also in their performance. The exact muscular movements involved were thus shown at close quarters and every student had an opportunity of examining them."

Reaction Experiments.—"Experiments are being prepared at this College on re-action times and fatigue. Some interesting observations have already been made, and shortly the whole subject of reaction time and fatigue will become an easily taught portion of the course. The simple piece of mechanism devised for recording reaction times is perfectly adequate for its purpose, and will undoubtedly give interesting results."

Type of Examination in Clinical Work.—"A type of the clinical examination is the following:—Two groups of pupils were chosen from the Practising School. The first group consisted of six children, three boys and three girls. They were all good pupils, two of them being particularly bright. The second group consisted also of three boys and three girls. But all these were intellectually on a somewhat lower level. The different groups were put through various tests by the Master of Method, who knew the intellectual capacity of every pupil. These tests were designed to bring out differences in alertness, intelligence, etc. The students recorded their views and observations. The records show both keenness of interest and good observation. At the same examination some fifteen more children suffering from different defects or diseases were exhibited to the students, and subjected to various tests. The directions to the students were as follows:—'*Examination*—The pupils gathered together for observation are drawn from the Infant and Junior Classes of the Practising School. Scrutinise them carefully, and record your observations on the sheet with which you are provided. Your observations should not be confined to the more obvious physical peculiarities to be noted. Any conclusions you can draw from what you observe, say, for instance, as to the child's apparent aptitude or the opposite, should be recorded. These will be compared with the reports of the teachers and the results will be discussed later on.'

"The recorded results form a strong justification of this method of teaching. The children chosen were such as any teacher is certain to encounter in any city school. The leading peculiarities were:—rickets, four cases; squint, three cases; weak eyes and malnutrition, one case; short sight, one case; adenoids, one case; dry hair, prominent eyes and defects of vision, one case; mental deficiency, one case; retarded development, one case; recent ring-worm, one case; spring eruption, one case. The students vary in the fulness of the accounts given; but they all show good observation and judgment. The cases were afterwards commented upon by the lecturer in a subsequent exposition and the leading points enforced. These exercises provide the students with first-hand clinical material, which enables them to verify their previously acquired knowledge and forms an inductive basis for future discussions."

MUSIC.

Music.—From the reports of Dr. Somervell, the Inspector of Singing, on the teaching of Music in the various Colleges and Centres, I am glad to observe that the attainments in this branch of the training show continued progress. There are, as is naturally to be expected, varying degrees of merit among the respective Centres. The highest standard of quality in individual proficiency as well as in the choral singing is found in the Roman Catholic Training College, Glasgow, and the Church of Scotland Training College, Edinburgh. Of the latter, Dr. Somervell says that it would be difficult to speak warmly enough of the way in which the students of this College are trained. The individual work was extraordinarily good, and the choral singing exhibited the usual characteristics of enthusiasm, fine tone, and light and shade. Concerning the former College he remarks that the choral singing was quite beautiful, the singing of two unaccompanied motets calling for special commendation. The students at the St. Andrews, Edinburgh, and Glasgow Training Centres do not reach a very high level of proficiency in individual work. Choral singing is, however, better done. The time allotted to this branch of training is still insufficient at the Aberdeen and St. Andrews Centres. The music selected for singing is generally of an excellent type. In only two instances is Dr. Somervell inclined to take exception to the inferior character of some of the music included in the respective programmes.

NEEDLEWORK.

Needlework.—The Hon. Mrs. Colborne reports that the teaching of Needlework in the Training Colleges continues to be of an entirely satisfactory character. The need, however, of a fuller knowledge of practical needlework by candidates before their entrance into training is as great as ever. Better grounding is essential in order that the time set apart for needlework in the College may be turned to the best advantage. She anticipates improvement in this respect when candidates for full training come up from the Junior Student Centres. Students so prepared would be then ready to enter upon a training course worthy of the name, in which the acquiring of skill in the teaching of the subject to classes of children would form the main aim of the course. She would like to see the Needlework instruction of all Junior Students placed under the supervision of an Inspectress, whose certificate of proficiency in practical needlework might exempt a student on entering a Training College from further individual work in sewing. Regarding the University Students (formerly King's Students) whose attainments in Needlework are, as a rule, not very advanced, she suggests that either more time should be given for the subject, or else it should be omitted from the list of compulsory subjects. This latter alternative, it may be pointed out, is now an accomplished fact under the new arrangements. Needlework is now one of the group of optional subjects to be taken by those of the students in training who wish to specialize in any one of these subjects. Under the new system there is every prospect that in this as in other subjects in the optional group accelerated progress will be possible precisely on the lines desiderated by the Inspectress of Sewing.

COOKERY AND LAUNDRY WORK.

Cookery.—Miss Crawford, the Inspectress of Cookery, reports that courses of instruction in Cookery were given to the female students in four Training Colleges, and two Training Centres, and in Laundry Work to the students of one Centre. A short course in Cookery, consisting wholly of demonstration lessons, was besides given to the students of another College.

Attainments.—The methods of instruction, the principles of Cookery taught, and the dishes practised are almost alike in each case; and the students' attainments and proficiency in practical skill differ very slightly. The dropping of Laundry Work out of the course followed at several of the Centres has acted beneficially, the time formerly spent therein being now devoted to extended practice in Cookery.

SECTION IV.

KING'S SCHOLARSHIP EXAMINATION AND THE REPORTS OF THE EXAMINERS.

Quality of Papers generally.—Little that is new can be said regarding the work done by candidates at this examination. It appears to be more than ever evident that the best students enter the Training Colleges by other avenues, and only the weakest in scholarship attempt this examination. Very few of the revisers have anything good to say of the average paper, and in certain subjects examiners concur in pronouncing most of the papers thoroughly bad. That this is the case chiefly in those subjects which a candidate cannot master successfully from a book indicates that the students must have had very little teaching. Few appear to have had time for general reading, and the state of general culture represented by the average paper is a very low one.

In view of the approaching discontinuance of this Examination it has not been deemed necessary to enter into detailed criticism of the results in the several subjects.

SECTION V.

REPORTS ON ACTING TEACHERS' PAPERS. (CERTIFICATE EXAMINATION—JULY, 1907.)

Quality of Papers Generally.—The reports on these papers are on the whole very much more favourable than those on the King's Scholarship Examination. In one or two cases Examiners who have taken up a subject after the lapse of four or five years comment in quite strong terms on the improvement in the quality of the work done. As in former years, languages are less satisfactory than any other part of the work. The general impression to be gathered from the reports is that most of the candidates have worked very hard, but have had a somewhat defective previous training.

English.—The set work in English was as a rule excellent. The students had made an exhaustive and successful study of Henry V. But many appeared to have studied Johnson's Lives of Milton and Dryden without having read any of the work of these poets, and in such circumstances answering was naturally limited in range. Essays were free from solecisms, but, as a rule, very commonplace. Little power of literary appreciation or criticism was displayed. The answers to questions on literary history revealed the worst results of the cram-book.

Mathematics.—The women candidates did fairly good work in some respects; but the use of decimals was far too limited, and quite a number of students failed to *approximate* in a sensible fashion. Palpably absurd answers were not uncommon, *e.g.*, one estimate of the height of the Matterhorn was ·0002588 feet, and the number of matches required to fill a box was 1·4438502 + ! Formal Geometry was fair, but too many candidates displayed a lamentable lack of ability to measure distances with a reasonable degree of accuracy. From the constant omission of the middle portion of Question 61 (dealing with the practical division of area), it would appear that the practical treatment of area has not yet received adequate attention. Some improvement was perceptible in graphical work, but there is still room for more.

In Geometrical questions the figures drawn by the men candidates showed a decided improvement, and the tendency to rely on measurement as a means of *proof* is less common than of recent years. As usual, the questions in Solid Geometry were not well done. Algebraical work shewed more readiness of manipulation than acquaintance with the fundamental principles of the subject.

History and Geography.—Very few candidates took these subjects, and the average of attainment was low. The reviser says: "On the whole it is to be hoped that none, except two men, of the candidates will ever have any serious responsibility in regard to the teaching of History."

Question 1 (on map construction) in Geography was not attempted by any of the candidates; Question 8 (on map reading) by only a few. The most striking weakness in the answers was the neglect of the contour lines. The answers to Question 7 shewed very little appreciation of the uses to which the terrestrial globe may be put; and too little distinction was made between the work suitable for a Junior Division and that for a supplementary class. Candidates who shewed a fairly good knowledge of the facts of physiography could not go far in explaining the phenomena set down for discussion.

School Management.—The papers on School Management were, as a whole, of moderate merit. In many cases the meaning of the question was not grasped; in others the answers revealed weak and confused attempts to remember passages of books that had been hurriedly read. One reviser remarks on the narrow interpretation put on words and phrases by the non-graduates. Thus a question on the value of Poetry as a school subject, which led to some very fine answers from graduates as to the place of poetry among instruments of culture, was in almost every case treated by the non-graduate acting teachers as if "repetition" of poetry were meant; and its influence was narrowed down to improving the memory, helping pronunciation, and the like. The prevailing fault was discursiveness. Question B 3 (demanding a scheme of work based on the principle of concentration) and Question D 6 (requiring a scheme of work in Geography) were least satisfactorily done, nor was Question C 4 (on how to secure facility of expression), as a rule, well answered. Pattern reading by the teacher and simultaneous reading by the pupils, together with answering in complete sentences to every question asked, were the usual means employed for securing facility and correctness of expression. Little was said regarding correct and appropriate language by the teacher, the development of confidence on the part of the pupil, or the thorough knowledge of the vocal organs and their method of working which every teacher ought to possess.

Special Paper for Graduates.—The papers written by graduates might perhaps have been expected to show weaknesses due to want of actual experience in school work. There was in them surprisingly little trace of any such weakness. On the other hand, the graduates' papers showed a grasp of the questions, especially those that involved psychological discussion or analysis, a command of easy and adequate language, and what it was even more pleasant to note, an interest and enthusiasm almost entirely absent from the papers of the other candidates. A considerable number of the graduates gained full or nearly full marks.

Music.—Except for the last two questions (which dealt with the beating of time and with the writing of an exercise for voice training) the papers in Music were of satisfactory quality. Considerable ignorance of the range of children's voices was shown, and marks were frequently lost through the omission of the key signature.

Penmanship and Dictation.—Penmanship, on the whole, was good. Much of the small hand was highly creditable both in execution and in style, and there were very few positively bad papers. Text hand was relatively inferior. In many cases it was much too small, and lacked neatness and finish. Although the proportion of Dictation exercises absolutely correct was not large, the general result was quite satisfactory. The words most frequently mis-spelt were *pusillanimity*, *exigencies*, *effete*, and *ossify*, and absurd substitutions for the word *specious* were not uncommon.

Domestic Economy.—As a rule the papers in Domestic Economy were quite satisfactory, though book-work was better done than were questions which required practical experience. While most candidates were acquainted with the physical facts involved, few could frame any reasonable scientific explanation of them. The question on drinking-water proved a stumbling block to many.

Political Economy.—The general quality of the answering in Political Economy is very good. Only 9 papers out of 43 fall below half value. The fundamental general conceptions of the science are as a rule well understood, the only common mistake under this head being a confusion between wealth that is sometimes capital, sometimes not, and such things as air and water which are sometimes wealth and sometimes not. In answer to the question regarding the history of "a credit cycle," one of the candidates gives a lengthy account of the method of purchasing a bicycle on the instalment system.

French.—The Examiners have little that is good to say of the French papers. Many papers were quite worthless and even in the better papers gross errors in accidence and syntax were found. One Examiner sums the matter up thus: "On the whole, one is driven to the conclusion that quite two-thirds of the candidates do not possess sufficient knowledge of French to enable them to read simple narrative with ease. Only a small minority give evidence of having received careful tuition in the language, and comparatively few seem to possess such an acquaintance with French as is likely to be serviceable to them in their profession."

German.—With some few exceptions, the German paper was not well done. The translation into German was specially weak. Most candidates, being compelled probably by circumstances to study the language without assistance, seem not to have had sufficient linguistic training of any kind to enable them to learn for themselves the practical application of accidence and syntax; and the rendering of English *phrases* foreign to the German idiom was a somewhat hopeless task for students unable to find correct German for such a simple sentence as "She could scarcely say why she did not wish to go into the house."

Latin.—The majority of the papers in Latin were of poor quality. Probably the candidates did not as a rule enjoy the advantages of skilled tuition and had neither the leisure nor the linguistic training that would enable them to derive much profit from the study of such a difficult language. Insufficient attention was given to inflections; and in the verse passage the key to the meaning of the passage was lost through ignorance of the historical incident referred to. Very few of the candidates could scan, and still fewer could give the name of the metre. Their knowledge of Latin syntax extended to the ablative absolute, but fell short in most cases of such a familiar use of the subjunctive mood as the indirect question. It seems obvious that the educational value of the study of Latin pursued in this manner and to this extent cannot be very great—probably hardly enough to repay the time and labour expended on it.

Greek.—The Greek paper was taken by only two candidates.

I cannot close this report without expressing here my hearty thanks to Mr. Crombie, Sub-Inspector, for the very valuable help, great in extent and most ungrudgingly rendered, which he has given me in the preparation of it. I have to thank also Mr. Robb, Sub-Inspector, for his kind special assistance in connexion with Sections IV. and V.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

LISTS OF TRAINING AUTHORITIES, &c.

PROVINCIAL COMMITTEES FOR THE TRAINING OF TEACHERS.

(Established under the Minute of 30th Jan., 1905.)

Committee.	Chairman.	Name and Address of Director of Studies.
Aberdeen	W. Dey, Esq., LL.D.	G. Smith, Esq., LL.D., Training College Buildings, Charlotte Street, Aberdeen.
Edinburgh	Professor Chrystal, LL.D.	J. King, Esq., 16, Chambers Street, Edinburgh.
Glasgow	R. S. Allan, Esq.	D. Macleod, Esq., Technical College, Montrose Street, Glasgow.
St. Andrews	Very Rev. Principal Stewart, D.D.	J. Malloch, Esq., Technical Institute, Dundee.

TRAINING CENTRES UNDER THE MANAGEMENT OF PROVINCIAL COMMITTEES.

Centre.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Aberdeen	G. Smith, Esq., LL.D., Training College Buildings, Charlotte Street, Aberdeen.
Dundee (*See St. Andrews*)	
Edinburgh	J. King, Esq., 16, Chambers Street, Edinburgh.
Glasgow	D. Macleod, Esq., Technical College, Montrose Street, Glasgow.
St. Andrews and Dundee	J. Malloch, Esq., Technical Institute, Dundee.

TRAINING COLLEGES.

Training College.	Name and Address of Correspondent.
For Mistresses only.	
Edinburgh, Scottish Episcopal, *Dalry House.*	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow, Roman Catholic	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

CENTRES FOR THE TRAINING OF JUNIOR STUDENTS.

LIST OF SCHOOLS WHICH HAVE BEEN PROVISIONALLY RECOGNISED BY THE SCOTCH EDUCATION DEPARTMENT IN TERMS OF ARTICLE 6 OF THE REGULATIONS FOR THE PRELIMINARY EDUCATION, ETC., OF TEACHERS, AS CENTRES FOR THE TRAINING OF JUNIOR STUDENTS.

County.	† Name of Centre.	Name and Address of Correspondent.
ABERDEEN.	Aberdeen Central H.G.P.S.	T. Hector, 22, Union Terrace Aberdeen.
	*Aberdeen Queen's Cross R.C.H.G.S.	Madame Bodkin, Convent of the Sacred Heart, Queen's Cross, Aberdeen.
	Huntly Gordon H.G.P.S.	J. Dickson, 9, Square, Huntly.
	Inverurie H.G.P.S.	A. J. Smith, 7, West High Street, Inverurie.
	Peterhead (B) Academy H.G.P.S.	T. Mackie, Court House, Peterhead.
	Turriff H.G.P.S.	W. F. Stewart, High Street, Turriff.
ARGYLL.	Campbeltown (B) Grammar H.G.P.S.	D. M. Maxtone, Campbeltown.
	Dunoon, &c., Grammar H.G.P.S.	D. Anderson, British Linen Bank Buildings, Dunoon.
	Oban (B) H.G.P.S.	W. Jolly, Columba Buildings Oban.
AYR.	Ardrossan Academy H.G.P.S.	J. Cook, Town Clerk's Office, Ardrossan.
	Ayr Academy	J. H. Goudie, Clerk to the Burgh School Board, Wellington Chambers, Ayr.
	Beith Spier's School	W. Williamson, Union Bank, Beith.
	Girvan (Town) H.G.P.S.	T. G. Tait, Girvan.
	Irvine Royal Academy	W. C. Wilson, Clerk to the Burgh School Board, Irvine.
	Kilmarnock (B) Academy H.G.P.S.	J. P. Stevenson, Kilmarnock.
BANFF.	Aberlour H.G.P.S.	H. Stewart, Royal Bank Buildings, Elgin.
	Banff Academy H.G.P.S.	J. A. Badenoch, High Street, Banff.
	Keith Grammar H.G.P.S.	Thurburn & Fleming, Keith.
	Mortlach H.G.P.S.	A. Walkinshaw, North of Scotland Bank, Dufftown, Banffshire.
	Rathven Buckie H.G.P.S.	J. Simpson (*Int.*), Town and County Bank, Buckie.
BERWICK.	Duns, The Berwickshire High School.	W. Home Waite, Clerk to the School Board, 12, Newtown Street, Duns.
BUTE.	Rothesay (B) Academy and Thomson's Institute H.G.P.S.	R. D. Whyte, Rothesay.
CAITHNESS.	Thurso Miller Institution H.G.P.S.	J. W. Galloway, Junior, Thurso.
	Wick (B) Pulteneytown Academy H.G.P.S.	D. W. Georgeson, Wick.
CLACKMANNAN.	Alloa (B) Academy H.G.P.S.	J. Cuthbert, Candleriggs, Alloa.
	Alva Academy H.G.P.S.	J. McWhirter, Union Bank House. Alva.
	Dollar Institution	T. J. Young, Dollar Institution Dollar, Clackmannanshire.

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* Conditionally recognized.

† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

County.	† Name of Centre.	Name and Address of Correspondent.
DUMBARTON.	*Bonhill Vale of Leven Academy H.G.P.S.	J. Brown, School Board Offices, Alexandria, Dumbartonshire.
	Dumbarton (B) Academy H.G.P.S.	A. Roberts, Municipal Buildings, Dumbarton.
	Old Kilpatrick Clydebank H.G.P.S.	J. McBride, 63, Kilbowie Road, Clydebank, Glasgow.
	Row Helensburgh Hermitage H.G.P.S.	Maclachlan & Kyle, Municipal Buildings, Helensburgh.
DUMFRIES.	Dumfries Academy - -	J. E. Blacklock, Clerk to the Burgh School Board, 93, Irish Street, Dumfries.
	Dumfries, Mount St. Michael's College.	Rev. D. O'Brien, St. Andrew's House, Dumfries.
EDINBURGH.	Edinburgh Boroughmuir H.G.P.S.	G. W. Alexander, M.A., Castle Terrace, Edinburgh.
	Edinburgh, Broughton H.G.P.S.	
	Lasswade H.G.P.S.- -	C. K. Brown, Eliza Bank, Loanhead, Midlothian.
	Leith (B) Academy H.G.P.S.	R. Hardie, 8, Links Place, Leith.
	The Holy Cross Higher Grade Academy.	Rev. J. Forsyth, St. Cuthbert's, Slateford Road, Edinburgh.
ELGIN.	Bellie Fochabers Milne's Institution H.G.S.	C. Gray, Fochabers.
	Cromdale Grantown H.G.P.S.	R. C. Lobban, Carr Bridge, Inverness-shire.
	Elgin Academy - -	E. D. Jameson, Clerk to the Burgh School Board, Elgin.
	Forres (B) H.G.P.S. -	C. G. Mackenzie, High Street, Forres.
FIFE.	Anstruther, Waid Academy	D. Cook, Anstruther.
	Cupar, Bell Baxter School	R. J. Davidson, 24, St. Catherine Street, Cupar.
	Dunfermline High School	D. Gorrie, Clerk to the Burgh School Board, 4, Maygate, Dunfermline.
	Kirkcaldy High School -	A. Beveridge, Clerk to the School Board, Kirkcaldy.
	St. Andrews, Madras College	C. S. Grace, Market Street, St. Andrews.
	Wemyss Buckhaven H.G.P.S.	A. W. Taylor, Clerk to the Wemyss School Board, East Wemyss.
FORFAR.	Arbroath High School -	W. Alexander, Clerk to the Burgh School Board, 62, High Street, Arbroath.
	Brechin High School -	J. Craig, Clerk to the Burgh School Board, 5, Swan Street Brechin.
	Broughty Ferry, Grove Academy H.G.P.S.	E. Cowan, Royal Bank Buildings, High Street, Dundee.
	Dundee, Harris Academy H.G.P.S.	J. E. Williams, School Board Offices, Dundee.
	Dundee, Morgan Academy H.G.P.S.	
	Forfar Academy - -	A. Hay, Clerk to the Burgh School Board, 20, East High Street, Forfar.
	Montrose Academy - -	W. Ross, Clerk to the Burgh School Board, 10, Castle Street, Montrose.

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* Conditionally recognised, † See footnote on page 702

County.	† Name of Centre.	Name and Address of Correspondent.
HADDINGTON.	Dunbar (B) H.G.P.S.	R. White, Dunbar.
	Haddington, Knox Institute	T. W. Todrick, Clerk to the Combined School Board, Haddington.
	North Berwick High School	A. D. Wallace, Clerk to the School Board, East Road, North Berwick.
INVERNESS.	Inverness Royal Academy	W. C. MacBean, Clerk to the School Board, 42 Union Street, Inverness.
	Kilmallie, Fort William H.G.P.S.	D. McLeish, Parade House, Fort William
	Kingussie H.G.P.S.	L. Mackintosh, Kingussie.
	Portree H.G.P.S.	R. Macdonald, National Bank, Portree.
KINCARDINE.	Stonehaven, Mackie Academy	J. Falconer, Stonehaven.
KIRKCUDBRIGHT.	Kirkcudbright Academy	A. Cavan, Clerk to the School Board, Kirkcudbright.
LANARK.	Airdrie (B) Academy H.G.P.S.	G. B. Motherwell, 10, Bank Street, Airdrie.
	Biggar H.G.P.S.	A. Russell, Howieson Buildings, Biggar.
	Bothwell Bellshill Academy H.G.P.S.	R. Kerr, 50, Cadzow Street, Hamilton.
	Cambusnethan, Wishaw H.G.P.S.	T. Smith, Commercial Bank, Wishaw.
	Dalziel H.G.P.S.	W. R. Barbour, Motherwell.
	Glasgow Hutchesons' Boys' Grammar S.	W. H. Macdonald, 158, Ingram Street, Glasgow.
	Glasgow Hutchesons' Girls' Grammar S.	
	Glasgow Kent Road H.G.P.S.	J. Clark, 129, Bath Street, Glasgow.
	Glasgow Pupil Teachers' Institute	
	Glasgow Whitehill H.G.P.S.	
	Glasgow Woodside H.G.P.S.	
	Glasgow St. Mungo's Academy H.G.R.C.S.	J. Annias, 84, Henrietta Street, Glasgow.
	Govan, Dowanhill H.G.R.C. Practising S.	Miss Lescher, 17, Victoria Circus, Dowanhill, Glasgow.
	Govan Pollokshields Albert Road H.G.P.S.	M. MacLeod, 151, Bath Street, Glasgow.
	Govan Bellahouston Academy H.G.P.S.	
	*Hamilton Academy	P. Keith, Clerk to the Burgh School Board, 67, Cadzow Street, Hamilton.
	Lanark (B) Grammar H.G.P.S.	J. F. Shirley, Lanark.
	Maryhill North Kelvinside H.G.P.S.	W. B. Gemmel, 208, West George Street, Glasgow.
	Old Monkland Coatbridge H.G.P.S.	W. J. Andrew, Municipal Buildings, Coatbridge.
LINLITHGOW.	*Bathgate Academy H.G.S.	Messrs. Scott-Moncrieff, Thomson and Shiells, 141, George Street, Edinburgh.
	Bo'ness Academy H.G.P.S.	R. J. Jamieson, Bo'ness, Linlithgowshire.
	Linlithgow Academy	A. Turnbull, Linlithgow.

* Conditionally recognised. † See footnote on page 702.

County.	† Name of Centre.	Name and Address of Correspondent.
NAIRN.	Nairn, Rose's Academical Institution	A. Robertson, 34, High Street Nairn.
ORKNEY.	Kirkwall (B) H.G.P.S. -	J. Begg, 27, Bridge Street, Kirkwall.
	Stromness H.G.P.S. -	J.A.S. Brown, Stromness, Orkney.
PEEBLES.	Peebles Burgh and County High School	W. Lyon, Clerk to the School Board, Bank of Scotland, Peebles.
PERTH.	Blairgowrie H.G.P.S. -	R. R. Black, Bank Street, Blairgowrie.
	Callander, McLaren High School	W. Thomson, Clerk to the School Board, Bank of Scotland, Callander, Perthshire.
	Crieff, Morrison's Academy	P. Murray, 43, Castle Street, Edinburgh.
	Perth Academy - -	P. Martin, Clerk to the School Board, Tay Street, Perth.
RENFREW.	Cathcart Queen's Park H.G.P.S.	G. J. Cameron, 104, West Regent Street, Glasgow.
	Greenock (B) Holmscroft H.G.P.S.	A. F. Niven, Municipal Buildings, Wallace Place, Greenock.
	Paisley (B) Grammar School and Wm. B. Barbour Academy.	MacRobert and Hutchison, Clerks to the Burgh School Board, 6, St. James Place, Paisley.
ROSS.	Dingwall Academy H.G.P.S.	A. Ross, Dingwall.
	Rosskeen, Invergordon Academy H.G.P.S.	W. George, High Street, Invergordon, Ross-shire.
	Stornoway Nicolson Institute H.G.P.S.	W. J. Clarke, County Buildings, Stornoway.
	Tain Royal Academy -	W. T. Mactavish, County Buildings, Tain.
ROXBURGH.	Kelso High School - -	T. D. Crichton Smith, Clerk to the School Board, 66, Woodmarket, Kelso.
SELKIRK.	Selkirk High School -	J. Steedman, Selkirk.
SHETLAND.	*Lerwick, Anderson Educational Institute H.G.P.S.	R. D. Ganson, Lerwick.
STIRLING.	Falkirk High School -	T. Gibson, Clerk to the Burgh School Board, Bank Street, Falkirk.
	Stirling High School -	J. Brown, Clerk to the Burgh School Board, 10, Barnton Street, Stirling.
SUTHERLAND.	Golspie H.G.P.S. - -	D. Peters, County Buildings, Dornoch, Sutherlandshire.
WIGTOWN	Newton Stewart, Douglas High School (Girls).	J. McGill, Newton Stewart.
	Newton Stewart, Ewart High School (Boys).	

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* Conditionally recognised. † See footnote on page 702.

*EXAMINATION OF CANDIDATES FOR RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

PAPERS SET IN 1907 AT THE WRITTEN EXAMINATION.

FRENCH.

Saturday, 16th March.—10 A.M. to 1 P.M.

I. Traduire très soigneusement en français:

"Me, my love?" cried his wife, hearing and understanding only in part. "Are you talking about me? I am sure nobody ought to be, or can be, a greater advocate for matrimony than I am; and if it had not been for the misery of her leaving Hartfield, I should never have thought of Miss Taylor but as the most fortunate woman in the world; and as to slighting Mr. Weston—that excellent Mr. Weston—I think there is nothing that he does not deserve. I believe he is one of the best-tempered men that ever existed. Excepting yourself and your brother, I do not know his equal for temper. I shall never forget his flying Henry's kite† for him that very windy day last Easter; and ever since his particular kindness last September twelvemonth in writing that note, at twelve o'clock at night, on purpose to assure me that there was no scarlet fever ‡ at Cobham, I have been convinced that there could not be a more feeling heart nor a better man in existence. If anybody can deserve him, it must be Miss Taylor."

† Kite = un cerf-volant.
‡ Scarlet fever = la fièvre scarlatine.

II. Résumer, en français, le morceau suivant, et apprécier la pensée qui en forme la conclusion.

Le lézard sur les ruines de Rome.

Un jour, seul dans le Colisée,
Ruine de l'orgueil romain,
Sur l'herbe de sang arosée
Je m'assis, Tacite à la main.

Je lisais les crimes de Rome,
Et l'empire à l'encan vendu,
Et, pour élever un seul homme,
L'univers si bas descendu.

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* For further particulars of these Examinations see the Memorandum of 10th September, 1907. (Page 200).

Je voyais la plèbe idolâtre,
Saluant les triomphateurs,
Baigner ses yeux sur le théâtre
Dans le sang des gladiateurs.

Sur la muraille qui l'incruste,
Je recomposais lentement
Les lettres du nom de l'Auguste
Qui dédia le monument.

J'en épelais le premier signe.
Mais, déconçertant mes regards,
Un lézard dormait sur la ligne
Où brillait le nom des Césars.

Seul héritier des sept collines,
Seul habitant de ces débris.
Il remplaçait sous ces ruines
Le grand flot des peuples taris.

Sorti des pentes de murailles,
Il venait, de froid engourdi,
Réchauffer ses vertes écailles
Au contact du bronze attiédi.

Consul, César, maître du monde,
Pontife, Auguste, égal aux dieux,
L'ombre de ce reptile immonde
Eclipsait ta gloire à mes yeux !

La nature a son ironie,
Le livre échappa de ma main.
O Tacite, tout ton génie
Raille moins fort l'orgueil humain !

LAMARTINE.

III. Composition française.

Traiter l'un des sujets suivants:—

(*a*) Expliquer, développer et discuter l'idée suivante d'un pédagogue français:

> "Il y a deux sortes de lecture: l'une approfondie, laquelle se propose de ne laisser rien de douteux, aucune obscurité; l'autre plus rapide, plus superficielle, la lecture cursive. Les deux seront employées tour à tour, quelquefois pour le même texte, la première surtout en classe, la seconde à la maison. Mais cursive ou approfondie, la lecture doit être faite pour elle-même, sans dépenser le temps à la lente élaboration d'une traduction."

ou,

(*b*) Indiquer, dans une lettre à un ami français, les traits essentiels de la vie scolaire en Ecosse.

GERMAN.

Saturday, 16th March—2 to 5 P.M.

(German script should be used at least in the passage for translation into German, 2. Candidates are advised to devote about one hour to Question 3.)

1. Translate into good English:—

(*a*) Als ich zum erſtenmal den wunderbaren Lobgeſang des heiligen Franciscus las, der alle Elemente und Creaturen mit geſchwiſterlicher Liebe umfaßt, war ich entzückt über das zärtliche „unſere Schweſter, das Waſſer“ und hatte damit den Namen für meine Liebe zu allem Waſſer gefunden. Wie eine Schweſter liebte ich es, und wie eine Schweſter verſtand es mich, liebte mich wieder und erſchloß mir ſeine zahlloſen geheimen Schönheiten, denen noch nie ein Maler oder Dichter gerecht geworden iſt. Wer ſollte auch das Waſſer nicht lieben! Es iſt beweglich, weich, rein, mächtig, es ſpiegelt den Himmel und die unſichtbaren Farben der Luft, es redet und ſingt vom ſüßen Plauderton bis zum unwiderſtehlichen Sturmlied, es zieht in köſtlichen Schleiern am Himmel hin. Wie oft ſtand ich bezaubert in dem Anblick des mittäglich leuchtenden Meeres verſunken oder der Abendſpiegelung eines Bergſees. Mit beſonderem Reize zeigt mir die Erinnerung ſodann die Nächte einer Fußwanderung dem Ufer eines Stromes entlang. Dies dunkle Rauſchen des Weggenoſſen, dies ewig gewaltige Ziehen ohne Raſt und Ende, woneben all meine Wanderſchaft nur eine kurze Reiſe war! In ſolchen Stunden ſpürt man den Atem der großen Natur und den Herzſchlag der Erde.

Heſſe.

(*b*)

Ich wandle ſtill den Waldespfad,
Es dunkelt die Nacht herein.
Im Grunde rauſcht ein Mühlenrad,
Der Grillen Lied fällt ein.

Wie liegt ſo tief, wie liegt ſo weit
Die Welt im Mondesduft!
Die Stimme der Waldeinſamkeit
Im Windesſäuſeln ruft:

Wirf ab dein bang erträumtes Weh
Wirf ab die falſche Luſt!
Sie ſchmelzen hin wie Märzenſchnee,
Und öde bleibt die Bruſt.

Blick auf, wo Stern an Stern entbrennt,
Und ſprich' dein Herz zur Ruh;
Denn ew'ger als das Firmament,
Du kleines Licht, biſt Du!

P. Heyſe.

2. Translate into German:—

It was now deep night. Perseus looked upward, and saw the round, bright, silvery moon, and thought that he should desire nothing better than to soar up to her, and spend his life there. Then he looked downward again, and saw the earth, with its seas and lakes and the silver courses of its rivers, and its snowy mountain peaks, and the breadth of its fields, and the dark cluster of its woods, and its cities of white marble; and, with the moonshine sleeping over the whole scene, it was as beautiful as the moon or any star could be. And among other objects he saw the island of Seriphus, where his dear mother was. Sometimes he and Quicksilver approached a cloud, that at a distance looked as if it were made of fleecy silver; although, when they plunged into it, they found themselves chilled and moistened with grey mist. So swift was their flight, however, that, in an instant, they emerged from the cloud into the moonlight again. Once a high soaring eagle flew right against the invisible Perseus. The bravest sights were the meteors, that gleamed suddenly out as if a bonfire had been kindled in the sky, and made the moonshine pale for as much as a hundred miles around them.

HAWTHORNE.

3. Write a short German essay of about 200 to 300 words on *either* of the following subjects:—

(*a*) Describe, in detail, a town with which you are familiar.

(*b*) Give an account of a ballad or short story you have recently read;

or, write a letter in German, describing a walk along a busy street.

STATISTICS FOR THE YEAR 1906–1907.

LIST OF TABLES.

Junior Students.

1. Table showing the number of Junior Students in training during the year 1906–7, and the Grants paid in respect of those Students.

Students in Full Training.

2. Table of Grants under Articles 60 and 63 of the Regulations paid for the year ended 31st July, 1907.
3. Table showing particulars of Students in Training during the year 1906–7.
4. Table showing particulars of outgoing Students, 1907.
5. Table showing number of outgoing Students recognised as qualified to teach certain subjects (Article 37 (*b*.)).
6. Table showing results of Oral and Written Examinations in Modern Languages, 1907.
7. Table showing the number of Trained and Untrained Certificated Teachers recognised in each of the years 1898–1907.

Further Instruction of Teachers.

8. Table of Grants paid under Article 66 of the Regulations for the year ended 31st July, 1907.
9. Lists of Courses for the further instruction of Teachers sanctioned by the Department during the year 1906–7.
10. Summary under Subjects of Table 9, and of similar Tables for previous years.

King's Scholarship and Certificate Examinations.

11. Summary of Results of King's Scholarship Examination 1906.
12. Summary of Results of Certificate Examination, 1907.

TABLE 1.

TABLE SHOWING THE NUMBER OF JUNIOR STUDENTS IN TRAINING during the year 1906-7, and the Grants paid in respect of those Students.

Name of Centre in County Order.	Number of Students in training during year (all in 1st year of training.)			Number who left during or at the end of the year without completing their course of training.			Grant Paid.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	£	s.	d.
Aberdeen									
Aberdeen Central H.G.P.S.	—	—	—	—	—	—	-		-
Huntly Gordon H.G.P.S.	—	5	5	—	3	3	38	13	4
Peterhead (B) Academy H.G.P.S.	2	5	7	—	—	—	52	13	4
Argyll									
Dunoon, etc. Grammar H.G.P.S.	—	4	4	—	—	—	32	0	0
Oban (B) H.G.P.S.	2	5	7	1	—	1	56	0	0
Ayr									
Ardrossan Academy H.G.P.S.	2	5	7	—	—	—	56	0	0
Ayr Academy	2	1	3	1	—	1	14	13	4
Beith Spier's School	4	4	8	—	1	1	60	0	0
Girvan (Town) H.G.P.S.	2	3	5	—	—	—	40	0	0
Irvine Royal Academy	1	4	5	—	—	—	40	0	0
Kilmarnock (B) Academy H.G.P.S.	1	19	20	—	2	2	154	0	0
Banff									
Aberlour H.G.P.S.	—	—	—	—	—	—	-		-
Banff Academy H.G.P.S.	1	4	5	—	-	—	32	0	0
Keith H.G.P.S.	—	3	3	—	2	2	24	0	0
Mortlach H.G.P.S.	—	3	3	—	—	—	24	0	0
Rathven Buckie H.G.P.S.	1	4	5	—	—	—	40	0	0
Berwick									
Duns, The Berwickshire High School	—	—	—	—	—		-		-
Caithness									
Thurso Miller Institution H.G.P.S.	—	4	4	—	—	—	32	0	0
Wick (B) Pulteneytown Academy H.G.P.S.	2	10	12	1	1	2	90	13	4
Clackmannan									
Alloa (B) Academy H.G.P.S.	—	2	2	—	1	1	16	0	0
Dollar Institution	2	2	4	—	—	—	28	0	0
Dumbarton (B) Academy H.G.P.S.	1	5	6	—	—	—	44	0	0
Old Kilpatrick Clydebank H.G.P.S.	5	3	8	—	—	—	*48	0	0
Row Helensburgh Hermitage H.G.P.S.	2	4	6	—	—	—	48	0	0
Dumfries									
Dumfries Academy	2	7	9	—	—	—	52	0	0
Edinburgh									
Edinburgh Boroughmuir H.G.P.S.	6	20	26	—	1	1	202	13	4
Edinburgh Broughton H.G.P.S.	3	17	20	—	—	—	157	6	8
Lasswade H.G.P.S.	2	1	3	—	—	—	24	0	0
Leith (B) Academy H.G.P.S.	5	20	25	—	—	—	194	13	4
Elgin									
Bellie Fochabers Milnes Institution H.G.S.	3	2	5	1	1	2	38	13	4
Cromdale Grantown H.G.P.S.	—	1	1	—	—	—	8	0	0
Elgin Academy	—	5	5	—	—	—	40	0	0
Forres (B) H.G.P.S.	—	—	—	—	—	—	-		-

* Part of the Grant to this Centre is not yet paid.

Name of Centre in County Order.	Number of Students in training during year (all in 1st year of training.)			Number who left during or at the end of the year without completing their course of training.			Grant Paid.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	£	s.	d.
Fife									
Anstruther Waid Academy	—	8	8	—	3	3	56	0	0
Cupar Bell Baxter School	—	7	7	—	1	1	45	6	8
Dunfermline High School	—	5	5	—	—	—	40	0	0
Kirkcaldy High School	—	4	4	—	—	—	26	13	4
Forfar									
Arbroath High School	1	2	3	1	1	2	24	0	0
Brechin High School	—	—	—	—	—	—	-		-
Broughty Ferry Grove Academy H.G.P.S.	—	5	5	—	—	—	40	0	0
Dundee Harris Academy H.G.P.S.	—	3	3	—	—	—	20	0	0
Dundee Morgan Academy H.G.P.S.	1	8	9	—	—	—	70	13	4
Forfar Academy	2	4	6	—	—	—	48	0	0
Montrose Academy	1	5	6	—	—	—	48	0	0
Haddington									
Dunbar (B) H.G.P.S.	3	2	5	1	—	1	40	0	0
Haddington Knox Institute	1	1	2	—	—	—	16	0	0
North Berwick High School	3	1	4	—	—	—	32	0	0
Inverness									
Kilmallie Fort William H.G.P.S.	—	2	2	—	—	—	16	0	0
Kingussie H.G.P.S.	—	—	—	—	—	—	-		-
Portree H.G.P.S.	—	—	—	—	—	—	-		-
Kincardine									
Stonehaven Mackie Academy	—	—	—	—	—	—	-		-
Kirkcudbright									
Kirkcudbright Academy	1	1	2	—	—	—	14	0	0
Lanark									
Airdrie (B) Academy H.G.P.S.	3	1	4	2	1	3	32	0	0
Biggar H.G.P.S.	—	2	2	—	1	1	13	6	8
Cambusnethan Wishaw H.G.P.S.	1	2	3	1	—	1	24	0	0
Dalziel H.G.P.S.	3	6	9	—	—	—	72	0	0
Glasgow, Hutchesons' Boys' Gram. S.	—	—	—	—	—	—	-		-
Glasgow, Hutchesons' Girls' Gram. S.	—	3	3	—	—	—	21	6	8
Glasgow, Pupil Teachers' Institute	5	31	36	1	1	2	284	13	4
Glasgow, St. Mungo's Academy H.G.R.C.S.	6	—	6	—	—	—	48	0	0
Govan Dowanhill H.G.R.C.S.	—	1	1	—	—	—	6	13	4
Govan Pupil Teachers' Institute	7	12	19	—	—	—	132	0	0
Hamilton Academy	2	5	7	—	—	—	42	13	4
Lanark (B) Grammar H.G.P.S.	—	3	3	—	—	—	22	0	0
Maryhill North Kelvinside H.G.P.S.	2	2	4	—	—	—	29	6	8
Linlithgow									
Bo'ness Academy H.G.P.S.	1	4	5	—	—	—	40	0	0
Linlithgow Academy	1	4	5	—	1	1	32	0	0
Nairn									
Nairn, Rose's Academical Institution	1	2	3	–	—	—	24	0	0

Name of Centre in County Order.	Number of Students in training during year (all in 1st year of training.)			Number who left during or at the end of the year without completing their course of training.			Grant Paid.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	£	s.	d.
Orkney									
Kirkwall (B) H.G.P.S.	1	6	7	1	1	2	56	0	0
Stromness H.G.P.S.	—	4	4	—	—	—	32	0	0
Peebles									
Peebles Burgh and County High School	—	3	3	—	—	—	24	0	0
Perth									
Blairgowrie H.G.P.S.	—	6	6	—	2	2	45	6	8
Callander McLaren High School	—	4	4	—	—	—	32	0	0
Perth Academy	1	10	11	—	—	—	85	6	8
Renfrew									
Cathcart Queen's Park H.G.P.S.	—	10	10	—	—	—	56	0	0
Greenock (B) Holmscroft H.G.P.S.	3	15	18	—	—	—	141	6	8
Paisley Grammar School and Wm. B. Barbour Academy	4	2	6	1	—	1	32	0	0
Ross									
Dingwall Academy H G.P.S.	1	4	5	—	—	—	40	0	0
Rosskeen Invergordon Academy H.G.P.S.	1	5	6	—	—	—	48	0	0
Stornoway Nicolson Institute H.G.P.S.	—	—	—	—	—	—	–		–
Tain Royal Academy	—	3	3	—	—	—	21	6	8
Roxburgh									
Kelso High School	—	3	3	—	—	—	24	0	0
Selkirk									
Selkirk High School	1	2	3	—	—	—	24	0	0
Stirling									
Falkirk High School	2	14	16	—	—	—	108	0	0
Stirling High School	1	2	3	—	—	—	24	0	0
Sutherland									
Golspie, H.G.P.S.	—	—	—	—	—	—	–		–
Wigtown									
Newton Stewart Douglas High School (Girls)	—	4	4	–	2	2	32	0	0
Newton Stewart Ewart High School (Boys)	2	—	2	2	—	2	16	0	0
TOTALS	113	405	518	14	26	40	3,790	0	0

TABLE 2.

Table of Grants for the Training of Teachers paid for the year ended July 31st, 1907.

Provincial Committees.	Grants under Article 60 of the Regulations.			Contributions from General Aid Grant under Article 63 of the Regulations.			Total Grants.		
	£	s.	d.	£	s	d.	£	s.	d.
Aberdeen - - -	3,767	0	0	—			3,767	0	0
Edinburgh - - -	3,476	0	0	41	14	0	3,517	14	0
Glasgow - - -	9,680	10	0	—			9,680	10	0
St. Andrews - -	5,101	0	0	—			5,101	0	0
Total - - -	22,024	10	0	41	14	0	22,066	4	0

Training Colleges.	Grants under Article 60 of the Regulations.		
	£	s.	d.
Aberdeen Church of Scotland - - - - - - -	3,470	0	0*
,, United Free Church - - - - - - -	4,810	0	0
Edinburgh Church of Scotland - - - - - - -	6,245	0	0*
,, United Free Church - - - - - - -	7,938	10	0
,, Episcopal - - - - - - - - - -	2,346	10	11
Glasgow Church of Scotland - - - - - - -	6,830	0	0*
,, United Free Church - - - - - - -	6,960	0	0*
,, Roman Catholic - - - - - - - -	5,092	0	0
	43,692	0	11

* Instalments paid. The balance of grant for the year in each of these cases has not yet been paid.

		£	s.	d.
TOTAL GRANTS :—	Article 60 - - - - - - -	65,716	10	11
	Article 63 (General Aid Grant) - -	41	14	0
	Total	£65,758	4	11

TABLE 3.

TABLE SHOWING PARTICULARS of Students in full Training during the Year, 1906–7

Centres.	Number for which recognised	No. of Students in training during Year.												Number of such Students, who :–									
		Men.				Women.				Total.				Were resident in approved hostels, or Residential Colleges.			Attended University Classes.			*Passed out of training during, or at the end of the Year.			
		1st Year.	2nd Year.	3rd Year.	TOTAL.	1st Year.	2nd Year.	3rd Year.	TOTAL.	1st Year.	2nd Year.	3rd Year.	TOTAL.	Men.	Women.	TOTAL.	Men.	Women.	TOTAL.	1st Year.	2nd Year.	3rd Year.	TOTAL.
TRAINING CENTRES :—																							
Aberdeen	(*Not definitely fixed.*)	19	9	8	36	26	33	18	77	45	42	26	113	—	—	—	36	77	113	1	9	24	34
Edinburgh		22	—	—	22	81	—	—	81	103	—	—	103	—	—	—	22	81	103	21	—	—	21
Glasgow		50	22	12	84	93	69	45	207	143	91	57	291	—	—	—	84	207	291	4	11	54	69
St. Andrews and Dundee		14	2	1	17	101	22	14	137	115	24	15	154	—	—	—	12	82	94	20	13	14	47
Totals for Centres		105	33	21	159	301	124	77	502	406	157	98	661	—	—	—	154	447	601	46	33	92	171
TRAINING COLLEGES :—																							
Aberdeen Church of Scotland	130	10	7	2	19	53	58	—	111	63	65	2	130	—	27	27	15	4	19	—	60	2	62
" United Free Church	130	10	19	9	38	59	43	—	102	69	62	9	140	—	—	—	22	4	26	9	53	9	71
Edinburgh Church of Scotland	220	36	31	11	78	90	53	12	155	126	84	23	233	—	44	44	52	56	108	12	56	23	91
" United Free Church	220	30	35	16	81	82	61	9	152	112	96	25	233	—	65	65	47	36	83	12	80	25	117
" Episcopal	72	—	—	—	—	35	37	—	72	35	37	—	72	—	62	62	—	6	6	—	37	—	37
Glasgow Church of Scotland	250	39	33	2	74	141	87	4	232	180	120	6	306	—	38	38	47	13	60	24	111	6	141
" United Free Church	250	40	41	4	85	111	80	4	195	151	121	8	280	—	—	—	81	19	100	11	102	8	121
" Roman Catholic	200	—	—	—	—	81	59	—	140	81	59	—	140	—	140	140	—	7	7	—	58	—	58
Totals for Training Colleges	1,472	165	166	44	375	652	478	29	1159	817	644	73	1534	—	376	376	264	145	409	68	557	73	698
GRAND TOTALS	—	270	199	65	534	953	602	106	1661	1223	801	171	2195	—	376	376	418	592	1010	114	590	166	869

* For further particulars as to the Students who passed out of Training see Table 4.

TABLE 4.

TABLE SHOWING PARTICULARS of outgoing Students referred to in Table 3.

	Teachers already certificated who successfully completed one year of training. (Art. 74.)			Number recognised as Certificated Teachers after completing												Total number recognised as Certificated Teachers.			Number who obtained the General Certificate, but did not satisfy the requirements of the Superannuation Act.			Number who completed their course of training, but were refused the General Certificate.			Number who left without completing their course of training.		
				One year of training as						Two years of training.			Three years of training.													
				Graduates.			Acting teachers qualified under Art. 73 (*c.*)																		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females	TOTAL.	Males.	Females.	TOTAL.
Training Centres:—																										
Aberdeen	1	—	1	—	—	—	—	—	—	3	5	8	7	17	24	10	22	32	—	—	—	—	*1	1	—	—	—
Edinburgh	1	3	4	2	14	16	—	—	—	—	—	—	—	—	—	2	14	16	1	—	1	—	—	—	—	—	—
Glasgow	—	—	—	—	—	—	—	—	—	8	3	11	12	42	54	20	45	65	—	—	—	—	—	—	2	2	4
St. Andrews and Dundee	—	1	1	1	—	1	1	17	18	1	12	13	1	13	14	4	42	46	—	—	—	—	—	—	—	—	—
Totals for Centres	2	4	6	3	14	17	1	17	18	12	20	32	20	72	92	36	123	159	1	—	1	—	1	1	2	2	4
Training Colleges:—																										
Aberdeen Church of Scotland	—	—	—	—	—	—	—	—	—	3	57	60	2	—	2	5	57	62	—	—	—	—	—	—	—	—	—
" United Free Church	—	1	1	—	—	—	—	8	8	11	42	53	9	—	9	20	50	70	—	—	—	—	—	—	—	—	—
Edinburgh Church of Scotland	2	—	2	—	—	—	2	8	10	24	32	56	11	12	23	37	52	89	—	—	—	—	—	—	—	—	—
" United Free Church	—	4	4	—	—	—	3	5	8	28	51	79	16	9	25	47	65	112	—	—	—	*1	—	1	—	—	—
" Episcopal	—	—	—	—	—	—	—	—	—	—	37	37	—	—	—	—	37	37	—	—	—	—	—	—	—	—	—
Glasgow Church of Scotland	—	—	—	—	—	—	2	22	24	26	85	111	2	4	6	30	111	141	—	—	—	—	—	—	—	—	—
" United Free Church	—	—	—	—	—	—	—	11	11	29	73	102	4	4	8	33	88	121	—	—	—	—	—	—	—	—	—
" Roman Catholic	—	—	—	—	—	—	—	—	—	—	58	58	—	—	—	—	58	58	—	—	—	—	—	—	—	—	—
Totals for Training Colleges	2	5	7	—	—	—	7	54	61	121	435	556	44	29	73	172	518	690	—	—	—	1	—	1	—	—	—
GRAND TOTALS	4	9	13	3	14	17	8	71	79	133	455	588	64	101	165	208	641	849	1	—	1	1	1	2	2	2	4

* Under consideration.

TABLE 5.

STATEMENT SHOWING THE NUMBER of outgoing Students referred to in Table 4 who were recognised as qualified to teach certain subjects in terms of Article 37 (*b*) of the Regulations.

—	MALES.				FEMALES.					
	Recognised as qualified to teach.				Recognised as qualified to teach.					
	Physical Exercises.	Drawing.	Singing.	Woodwork.	Physical Exercises.	Drawing.	Singing.	Needle-work.	Domestic Subjects.	Educational Handwork (other than Woodwork).
Training Centres:—										
Aberdeen - - - -	10	10	2	—	20	22	9	22	—	—
Edinburgh - - - -	2	—	—	—	5	1	2	1	—	—
Glasgow - - - - -	20	18	9	—	45	43	24	39	—	—
St. Andrews and Dundee -	4	4	3	—	43	32	23	43	27	—
Training Colleges:—										
Aberdeen Church of Scotland	5	3	2	5	57	56	46	57	57	—
,, United Free Church	20	17	1	10	51	42	31	51	37	—
Edinburgh Church of Scotland	39	39	32	—	52	51	44	51	25	—
,, United Free Church	47	45	33	38	67	67	42	69	44	—
,, Episcopal - -	—	—	—	—	35	37	32	37	—	37
Glasgow Church of Scotland -	30	30	22	—	112	108	70	111	—	—
,, United Free Church	33	32	20	31	88	87	61	88	—	85
,, Roman Catholic -	—	—	—	—	56	56	45	58	—	31
	210	198	124	84	631	602	429	627	190	153

TABLE 6.

STATEMENT SHOWING THE RESULTS of the Written and Oral Examination of Candidates for recognition under the Memorandum of 1st January, 1907, as qualified Teachers of Modern Languages—1907.

	French.			German.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
No. of Students in training presented. (Including ex-Students) - - -	18	366	384	4	118	122
No. of other candidates presented - -	24	26	50	2	10	12
TOTAL -	42	392	434	6	128	134
No. who obtained recognition as qualified Teachers - - - - - - -	10	156	166	3	92	95
No. who passed Written Examination only - - - - - - - -	1	38	39	—	2	2
No. who passed Oral Examination only -	8	79	87	3	27	30
No. of unsuccessful Candidates - -	23	119	142	—	7	7

TABLE 7.

STATEMENT SHOWING THE NUMBER OF persons who were recognised respectively as Trained and as Untrained Certificated Teachers in each of the years 1898 to 1907, and the number of Teachers' Certificates issued after probation during the same period.

YEAR.	MALES.				FEMALES.				GRAND TOTAL.	Number of Teachers' Certificates issued after probation (Art. 51 of Code.)		
	Trained Teachers.	Untrained Teachers.		TOTAL.	Trained Teachers.	Untrained Teachers.		TOTAL.		Males.	Females.	TOTAL.
		Acting Teachers.	Graduates.			Acting Teachers	Graduates.					
1898	115	2	32	149	372	200	2	574	723	146	524	670
1899	160	1	32	193	342	215	8	565	758	114	537	651
1900	170	7	29	206	412	340	13	765	971	114	513	627
1901	165	3	29	197	380	314	12	706	903	130	564	694
1902	207	13	19	239	498	307	10	815	1,054	161	674	835
1903	126	8	30	164	454	376	13	843	1,007	164	689	853
1904	185	9	27	221	526	505	22	1,053	1,274	208	752	960
1905	177	6	20	203	532	395	38	965	1,168	197	825	1,022
1906	158	8	35	201	588	549	45	1,182	1,383	†148	†705	†853
1907	209	21	34	264	638	630	29	1,297	1,561	213	1,047	1,260
Total for 10 years.	1,672	78	287	2,037	4,742	3,831	192	8,765	10,802	1,595	6,830	8,425

† These figures relate to *Six months* only.

TABLE 8.

TABLE OF GRANTS for the Further Instruction of Teachers paid under Article 66 of the Regulations for the year ended 31st July, 1907.

Provincial Committee.	Total Expenditure on Courses (Article 55).			Three-fourths Grant paid (Article 66).			Contribution from General Aid Grant (Article 66).			Paid from balance in hands of Committee under Article 63.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Aberdeen - - - - - - - -	285	15	10	214	6	10	-	-	-	71	9	0
Edinburgh - - - - - - - -	722	18	1	542	3	7	180	14	6	-	-	-
Glasgow - - - - - - -	2,616	1	5	1,962	1	1		-	-	654	0	4
St. Andrews - - - - - - - -	670	14	1	503	0	6	32	14	3	134	19	4
Totals - -	4,295	9	5	3,221	12	0	213	8	9	860	8	8

TABLE 9.

(*a*) LIST of COURSES for the further instruction of Certificated and Assistant Teachers sanctioned by the Scotch Education Department, under Article 91 (*d*) of the Code of 1906 from 1st April, 1906, to July, 1906.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction	No. of Students	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid equal to three-fourths of approved expenditure.		
									£	s.	d.
690	18th April, 1906.	Glasgow School Board.	1906	Glasgow.	Physical Training.	33	63	51	34	16	4
691	1st May, ,,	Forfar Burgh School Board.	,,	Forfar	Nature Knowledge.	60	25	16	21	7	1
692	18th May, ,,	Inverness County Committee.	,,	Inverness.	Physical Training.	10½	138	—	17	17	4
†693	16th June, ,,	Marine Biological Association of the West of Scotland.	,,	Millport.	Nature Knowledge.	60	35	35	92	12	—
†697	10th July, ,,	Fife County Committee.	,,	Dunfermline.	Woodwork.	82½	13	13	16	2	6
†698	10th July, ,,	Ditto.	,,	St. Andrews.	Drawing.	80	67	67	63	7	6
Totals. 6	—	—	—	—	—	—	341	182	246	2	9

† Holiday Course.

TABLE 9—*continued.*

(*b*) LIST OF COURSES for the further instruction of Teachers in actual service sanctioned by the Scotch Education Department under Article 55 of the Regulations for the Preliminary Education &c. of Teachers, 1906–7.

No. of Course.	Where held.	Managers.	Subject.	Duration.	No. of hours of instruction	No. of Students.	
						Enrolled.	Who satisfactorily completed.
			ABERDEEN PROVINCIAL COMMITTEE.				
1.A.	Aberdeen	Provincial Committee	Physical Exercises	July 1906 to Aug. 1906	40	12	4
2.A.	"	" "	Anatomy, Physiology, &c.	" "	40	16	3
3.A.	Fraserburgh	Fraserburgh School Board	Drawing and Modelling	Oct. 1906 to April 1907	75	15	13
4.A.	Inverness	Inverness Free Library Committee	Drawing	" "	98	22	19
5.A.	Peterhead	Peterhead School Board	"	Oct. 1906 to May 1907	54	15	13
6.A.	Elgin	Elgin County Committee	"	Nov. 1906 to April 1907	63	27	20
7.A.	Maud	Aberdeen County Committee	French	Dec. 1906 to July 1907	60	20	11
8.A.	Maud	Aberdeen County Committee	German	" "	60	18	11
			EDINBURGH PROVINCIAL COMMITTEE.				
1.E.	Edinburgh	Edinburgh School Board	Physical Exercises	Sept. 1906 to May 1907	36	101	82
2.E.	"	" " "	Drawing	" "	60	102	84
3.E.	Hawick	Hawick School Board	Physical Training	Oct. 1906 to May 1907	42	32	25
4.E.	Galashiels	Galashiels School Board	" "	" "	42	50	36
5.E.	Duns	Managers of Berwickshire High School	" "	Oct. 1906 to June 1907	42	41	34
6.E.	Stirling	Stirling (B.) School Board	Woodwork	Dec. 1906 to May 1907	60	20	15
7.E.	"	" " " "	Drawing and Modelling	" "	60	45	33
8.E.	Leith	Leith School Board	Drawing	Oct. 1906 to May 1907	65	48	37
9.E.	"	" " "	Nature Knowledge	" " June 1908		21	

TABLE 9.—*continued*.

No of Course.	Where held.	Managers.	Subject.	Duration.	No. of hours of instruction	No. of Students	
						Enrolled	Who satisfactorily completed
		EDINBURGH PROVINCIAL COMMITTEE—*continued*.					
10.E.	Bo'ness	Linlithgow Education Committee	Physical Training	Oct. 1906 to Mar. 1907	30	39	37
11.E.	Linlithgow	„ „ „	„ „	„ „	30	23	17
12.E.	Leith	Leith School Board	Physics	Oct. 1906 to May 1907	65	20	13
13.E.	Stirling	Stirling School Board	French	Dec. 1906 to May 1907	40	17	6
14.E.	„	„ „ „	German	„ „	40	14	3
15.E.	Leith	Leith School Board	Physical Exercises	Oct. 1906 to Jan. 1907	12	30	21
16.E.	Edinburgh	Edinburgh R.C. Managers	Physical Exercises	Oct. 1906 to May 1907	30	35	23
		GLASGOW PROVINCIAL COMMITTEE.					
1.G.	Dumbarton	Dumbarton School Board	Drawing	Sept. 1906 to April 1907	60	13	13
2.G.	Glasgow (Adelphi Terrace P. School)	Glasgow School Board	„	Oct. 1906 to April 1907	60½	32	18
3.G.	Glasgow (High School)	„ „ „	„	Sept. 1906 to Mar. 1907	60	77	51
4.G.	Glasgow (Provanside P. School)	„ „ „	Cardboard Modelling	Sept. 1906 to April 1907	30	40	30
5.G.	„	„ „ „	Clay Modelling	„ „	30	36	24
6.G.	Glasgow (Pupil Teachers' Institute)	„ „ „	Drawing	Oct. 1906 to April 1907	60½	133	113
7.G.	Glasgow (Whitehill P. School)	„ „ „	„	Sept. 1906 to Mar. 1907	60	23	16
8.G.	Airdrie	Airdrie School Board	„ (1st year)	Oct. 1906 to April 1907	65	20	14
9.G.	„	„ „ „	Drawing (2nd and 3rd Years)	Oct. 1906 to April 1907	65	29	27

TABLE 9.—*continued.*

No. of Course.	Where held.	Managers.	Subject.	Duration.	No. of hours of instruction	No. of Students Enrolled.	No. of Students Who satisfactorily completed.
			GLASGOW PROVINCIAL COMMITTEE—*continued.*				
10.G.	Glasgow (R.C. Training College)	Managers of Training College	French	Sept. 1906 to April 1907	66	21	7
11.G.	Hamilton	Hamilton (B) School Board	Physical Training	Oct. 1906 to March 1907	24	36	32
12.G.	,,	,,	Art Needlework and Drawing	Sept. 1906 to May 1907	60	35	15
13.G.	,,	,,	Drawing and Modelling (3rd Year)	Oct. 1906 to April 1907	60	15	12
14.G.	,,	,,	Drawing (2nd Year)	Oct. 1906 to April 1907	60	17	14
15.G.	,,	,,	Drawing (1st Year)	Oct. 1906 to March 1907	48	16	16
16.G.	,,	,,	Woodwork and Cardboard Modelling	Oct. 1906 to April 1907	48	22	20
17.G.	,,	,,	Physical Science	Oct. 1906 to March 1907	60	13	9
18.G.	Lanark	Lanark School Board	Drawing (1st and 2nd Year)	Oct. 1906 to April 1907	60	19	11
19.G.	Glasgow (High School for Girls)	Glasgow School Board	Physical Training	Oct. 1906 to May 1907	34	161	103
20.G.	,,	,,	,,	Oct. 1906 to June 1907	30	208	107
21.G.	Glasgow (Woodside P. School)	,,	Chemistry	Sept. 1906 to May 1907	84	20	14
22.G.	Paisley	Governors of Paisley Technical School	Drawing and Modelling	Nov. 1906 to May 1907	112½	14	12
23.G.	,,	Managers of Paisley St. Margaret's Convent	Drawing (2nd Year)	Oct. 1906 to April 1907	72	20	13
24.G.	,,	,,	Drawing (1st Year)	,,	72	29	21
25.G.	,,	,,	Practical Physics (1st Year)	,,	62½	22	16
26.G.	,,	,,	Practical Physics (2nd Year)	,,	60	19	16

TABLE 9.—*continued.*

No. of Course.	Where held.	Managers.	Subject.	Duration.	No. of hours of instruction	No. of Students	
						Enrolled.	Who satisfactorily completed.
			GLASGOW PROVINCIAL COMMITTEE—*continued.*				
27.G.	Glasgow (R.C. Training College)	Managers of Training College	Experimental Science - -	Sept. 1906 to Feb. 1907	62	42	34
28.G.	Glasgow (Our Lady and St. Francis H. G. R. C. Sch'l)	Glasgow R.C. Committee -	Practical Science- - -	Oct. 1906 to May 1907	60	62	35
29.G.	,, ,,	,, ,,	Drawing - - - - -	Oct. 1906 to Mar. 1907	60	42	34
30.G.	Maryhill - - -	Maryhill School Board -	Physical Exercises - -	Dec. 1906 to Feb. 1907	31	51	33
31.G.	Govan - - - -	Governors of Anderson's College	Chemistry - - - - -	Oct. 1906 to May 1907	92½	21	15
32.G.	Glasgow (School of Art)	Governors of School - -	Drawing, &c. (2nd Year) -	Oct. 1906 to April 1907	60	163	125
33.G.	,, ,,	,, ,, - -	Drawing, &c. (3rd Year) -	,, ,,	60	366	210
34.G.	Kilmarnock - - -	Kilmarnock School Board -	Drawing - - - - -	Oct. 1906 to Mar. 1907	60	16	14
35.G.	Glasgow (School of Art)	Governors of School - -	Drawing - - - - -	Dec. 1906 to Feb. 1907	54	31	31
36.G.	Ayr - - - - -	Ayr School Board - -	,, - - - - -	Oct. 1906 to Mar. 1907	60	62	42
37.G.	,, - - - - -	,, ,, - -	French - - - - -	,, ,,	60	36	17
38.G.	Campbeltown - -	Campbeltown School Board	,, - - - - -	Nov. 1906 to June 1907	60	21	
39.G.	Govan - - - -	Govan School Board - -	German - - - - -	,, ,,	60	30	
40.G.	,, - - - - -	,, ,, - -	Drawing - - - - -	,, ,,	60	13	10
41.G.	Glasgow - - -	Glasgow R.C. Committee -	Physical Exercises - -	Oct. 1906 to May 1907	23	145	79

TABLE 9.—*continued.*

No. of Course.	Where held.	Managers.	Subject.	Duration.	No. of hours of instruction	No. of Students	
						Enrolled.	Who satisfactorily completed.
			ST. ANDREWS PROVINCIAL COMMITTEE.				
1.S.	Dundee	Provincial Committee	Physical Training	Dec. 1906 to May 1907	25	65	52
2.S.	Thornton	Fife County Committee	French	Nov. 1906 to June 1907	56	28	5
3.S.	Dundee	Dundee School Board	Physical Training	Nov. 1906 to Jan. 1907	9	57	52
4.S.	Dunfermline	Fife County Committee	" "	Nov. 1906 to June 1907	50	37	28
5.S.	Dundee	Dundee School Board	Woodwork	Nov. 1906 to May 1907	60	21	21
6.S.	"	" " "	Paper and Cardboard Modelling	Nov. 1906 to Jan. 1907	10	93	92
7.S.	Kirkcaldy	Fife County Committee	Phonetics	Jan. 1907 to June 1907	30	31	24
8.S.	Thornton	" " "	Mathematics	Nov. 1906 to June 1907	56	24	10
9.S.	Dundee Technical Institute	Provincial Committee	Phonetics	Jan. 1907 to April 1907	14	33	21
10.S.	Perth	Perth School Board	Drill (2nd year)	Oct. 1906 to Dec. 1907	30	28	17
11.S.	"	" " "	Physics	Oct. 1906 to April 1907	60	9	8
12.S.	"	" " "	Drawing (2nd year)	Oct. 1906 to April 1907	60	21	18
13.S.	"	" " "	" (1st Year)	Oct. 1906 to April 1907	60	18	16
14.S.	"	" " "	French	Oct. 1906 to June 1907	108	15	15
15.S.	"	" " "	German	Oct. 1906 to June 1907	114	17	16
16.S.	"	" " "	Cookery	Oct. 1906 to April 1907	60	18	12
17.S.	"	" " "	Drill	Jan. 1907 to April 1907	30	31	12
Totals } 82	—	—	—	—	—	3,520	2,402*

* Excluding the figures for 3 courses not yet reported upon.

TABLE 10.

SUMMARY OF TABLE 9 AND OF SIMILAR TABLES FOR PREVIOUS YEARS UNDER SUBJECTS.

Subject	1899–1901.		1901–1902.		1902–1903.		1903–1904.		1904–1905.		1905–1906.		1906–1907.	
	No. of Courses.	No. of Students who completed course satisfactorily.	No. of Courses.	No. of Students who completed course satisfactorily.	No. of Courses.	No. of Students who completed course satisfactorily.	No. of Courses.	No. of Students who completed course satisfactorily.	No. of Courses.	No. of Students who completed course satisfactorily.	No. of Courses.	No. of Students who completed course satisfactorily.	No. of Courses.	No. of Students who completed course satisfactorily.
Domestic Subjects - -	1	6	2	31	5	59	2	27	3	44	1	13	1	12
Drawing - - - - -	33	1,242	65	2,638	92	3,330	72	2,304	45	1,236	36	1,006	32	1,152
Educational Handwork, viz:—														
Cardboard Modelling -	3	34	6	181	3	60	–	–	1	19	–	–	2	122
Clay Modelling - - -	–	–	4	103	1	17	–	–	–	–	–	–	1	24
Woodwork - - -	6	139	9	151	6	62	6	71	7	99	7	75	4	69
Land Surveying - - -	–	–	–	–	–	–	1	11	–	–	–	–	–	–
Mathematics - - -	–	–	–	–	–	–	–	–	–	–	–	–	1	10
Modern Languages, viz.:—														
French - - - - -	2	15	3	18	5	25	6	62	7	125	8	127	7	61
German - - - -	2	7	2	13	1	4	2	14	2	22	3	46	4	30
Nature Study, viz.:—														
Natural Science (Botany, Zoology, &c.) - -	7	151	22	454	18	293	20	274	9	110	4	66	3	51
Physical Science (Physics, Chemistry, &c.) - -	10	144	11	114	11	109	16	188	10	179	8	150	9	160
Physical Exercises - -	4	154	6	257	8	176	8	391	11	332	11	583	22	848
Phonetics - - - -	–	–	–	–	–	–	–	–	–	–	1	8	2	45
School and Personal Hygiene	–	–	–	–	–	–	1	51	1	70	1	13	–	–
Totals - - -	68	1,892	130	3,960	150	4,135	134	3,393	96	2,236	80	2,087	88	2,584
Total Grants paid -	£2,655		£4,709		£5,099		£4,812		£3,143		£2,718		£3,468	

TABLE 11.

KING'S SCHOLARSHIP EXAMINATION, DECEMBER, 1906.

Summary of Results of Examination.

MALES.

—	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	7	3	10
2nd Class	27	12	39
3rd Class	55	25	80
Total :—Passed	89	40	129
Failed	11	18	29
Total presented	100	58	158
Qualified under Article 70 (*d*) 6 (*a*), 70 (*d*) 6 (*b*), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) or 96 (*b*) of the Code.	120	87	207

FEMALES.

—	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	185	31	216
2nd Class	262	40	302
3rd Class	409	100	509
Total :—Passed	856	171	1,027
Failed	117	103	220
Total presented	973	274	1,247
Qualified under Article 70 (*d*) 6 (*a*), 70 (*d*) 6 (b), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) or 96 (*b*) of the Code.	324	157	481

TABLE 12.

CERTIFICATE EXAMINATION, JULY, 1907.

Summary of Results of Examination of Graduates and Teachers.

GRADUATES.

Examined under Article 72 (*c*) of the Regulations for the Preliminary Education, &c., of Teachers.

——	Number Examined.	Passed.	Failed.
Males - - - - - - - - -	30	29	1
Females - - - - - - - -	15	15	—
Totals - - -	45	44	1

Exempted under Article 72 (*c*). of the Regulations for the Preliminary Education, &c., of Teachers.

Males - - - - - - - - - - - - -	5
Females - - - - - - - - - - - - -	14
Total - - -	19

TEACHERS.

——	Number Examined.	Passed.	Recognised under Article 72 (*f*) of the Regulations.	Failed.
Males - - - -	43	21	17	5
Females - - -	1,071	630	397	44
Totals - -	1,114	651	414	49

SCOTCH EDUCATION DEPARTMENT,
WHITEHALL, LONDON.

King's Scholarship Examination.

December 1908.

REGULATIONS AND SYLLABUS
RELATING TO THE
EXAMINATION OF PUPIL TEACHERS
FOR
ADMISSION AS STUDENTS IN FULL TRAINING,
AND OF CANDIDATES FOR THE OFFICE OF
ASSISTANT TEACHER.

NOTICE.

THE KING'S SCHOLARSHIP EXAMINATION WILL BE DISCONTINUED AFTER THE EXAMINATION HELD IN DECEMBER, 1908.

This examination is held primarily to meet the cases of PUPIL-TEACHERS for whom it has not been found possible to arrange for a curriculum of instruction which can be approved in terms of Article 69 of the Regulations for the Training of Teachers, and who have accordingly obtained the special permission of the Department to terminate their engagements in terms of the Second paragraph of the note to that Article. The Examination will also be open to any Candidates who were qualified to attend the King's Scholarship Examination AS PUPIL-TEACHERS in previous years, to TEACHERS RECOGNISED UNDER ARTICLES 32 (c) 3 and 19 D (a) OF THE CODE of 1906, and to any Candidates who received permission to attend the King's Scholarship Examination in any former year.

Persons who are eligible to attend this Examination may also qualify for exemption therefrom in terms of Article 70 (d) 6 of the Code of 1906.

SCOTCH EDUCATION DEPARTMENT.

KING'S SCHOLARSHIP EXAMINATION, 1908.

IMPORTANT.

The attention of Candidates for the King's Scholarship Examination to be held in December, 1908, is called to the terms of *Article 73 (b) 1 and 2 of the Regulations for the Training of Teachers, from which it will be seen that it is only in the case of Candidates who have been Pupil-teachers that a pass at this examination will qualify for immediate admission into full training. Successful candidates, other than Pupil-teachers, will be recognised as Assistant Teachers under Article 79 of the Code of 1908, and must serve for a period of not less than 12 months in that capacity in order to qualify for admission into training in terms of *Article 73 (b) 4 of the Regulations.

REGULATIONS.

1. The Examination will commence on Tuesday, 15th of December, 1908, and will be held at the following Centres :—

ABERDEEN.
AYR.
DALIBURGH.
DUMFRIES.
DUNDEE.
DUNFERMLINE.
EDINBURGH.
ELGIN.
GLASGOW.
GREENOCK.
INVERNESS.
KIRKWALL.
LERWICK.
MOTHERWELL.
OBAN.
PAISLEY.
PERTH.
PORTREE.
STIRLING.
STORNOWAY.
WICK.

and also at the Scottish Episcopal Training College, Edinburgh, and the Roman Catholic Training College, Glasgow.

2. The Examination extends to the subjects required in the course of a Pupil-teacher's engagement and mentioned in the Syllabus appended hereto.

3. Candidates must be either Pupil-teachers entering for their final examination under the note to Article 69 of the Regulations for the Training of Teachers, or other persons over 18 years of age on the 1st of October next following the date of the Examination who come within the terms of the notice printed on page 2 of this Syllabus The names of all Candidates must be notified to the Department before the 1st October, 1908.

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* *Articles of the Regulations referred to above :—*

73 (b) In any year up to and including 1914 there may be admitted as Students in Full Training :—

1. Pupil Teachers who have passed the King's Scholarship Examination (1st, 2nd or 3rd Class) or who have obtained exemption therefrom in terms of Article 70 (d) (6) of the Code of 1906.

2. Persons other than Pupil Teachers who have passed the King's Scholarship Examination in the 1st or 2nd Class at the Examination held in 1906 or any previous year.

* * * *

4. Persons who have served in State-aided Schools in Scotland for not less than twelve months as Assistant Teachers (Article 79 of the Code of 1906), or as Provisionally Certificated Teachers (Article 60 of the Code of 1906).

4. Application on behalf of Pupil-teachers and others engaged in State-aided Schools for permission to attend the Examination must be made on Form 146 by the official correspondent of the school in which they are engaged. A copy of this Form will be sent to the managers of any State-aided School on application.

5. Pupil-teachers or ex-Pupil-teachers employed in State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. This report should be made on the Form 10 P.T. or 9 (or 9*b*) for the School.

6. Candidates other than those referred to in paragraph 4 above must apply by letter to the Department for permission to attend the Examination, giving their name *in full* and the exact date of their birth, and stating their qualification for admission to the Examination.

7. Non-Pupil-teachers, in order to obtain marks for Reading, Repetition, and Teaching, must communicate with H.M. Inspector for the district, whose report will be made on Form 13 [c]; and they must obtain from a duly qualified medical practitioner a satisfactory report on their physical fitness, which must be made on Form 42.

(Forms 13 [c] and 42 will be enclosed with the Form 13 admitting the Candidate to the Examination.)

8. Candidates wishing to be examined at either of the two Training Colleges (*see page* 733) must make their own arrangements with the authorities of such College for securing a seat. To other Candidates a choice of Centres is offered (*see page* 733).

9. Candidates will be informed by letter from the Department as to the result of their Examination. Pupil-teacher Candidates who obtain a place in the First, Second or Third Class will be eligible for admission as Students in Full Training. For information as to the qualifications of successful Candidates as Assistant Teachers, *see* Articles 79 of the Scotch Code, 1906, 32 (*c*) 2 of the Code of 1907, and Article 71 (*b*) and (*c*) of the Regulations for the Training of Teachers. Special attention is also directed to Article 71 (*d*) of the Regulations.

10. The position in the Class List of any Candidates entitled to exemption under the last paragraph of the notice printed on page 2 of this Syllabus, who elect to undergo the Examination, will depend upon the result of such examination.

11. Under no circumstances can information be afforded by the Department as to the result of the Examination in particular subjects.

Candidates are recommended to make themselves acquainted with the Regulations for the Training of Teachers.

Copies of the papers set at previous Examinations (price 6*d.*, post free 7*d.*), of the Scotch Code (price 3*d.*, post free 4*d.*) and of the Regulations for the Training of Teachers (price 3½*d.*, post free 4½*d.*) may be obtained from Messrs. Wyman & Sons, Limited, Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin, or through any bookseller.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. *[30]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare, Milton, or Tennyson with clearness and force, and knowledge of meanings and allusions.

Teaching. [60]—To give a collective or class lesson on any subject taught in State-aided Schools. (An object lesson may be required.)

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

N.B.—Pupil-teachers and others engaged in State-aided Schools perform the exercises in Reading, Repetition and Teaching before H.M. Inspector at one of his visits to their school preceding the King's Scholarship Examination or elsewhere as he may arrange. Other Candidates, by giving notice to the Inspector of the district, will have an opportunity of Reading, Repeating, and Teaching before him at some school of which he will give them notice.

Penmanship [30] **and Dictation.** [30]

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

Candidates should write a firm, round, legible hand.

English [60] **and Composition.** [20]

To paraphrase a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Geography. [50]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

History. [50]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Note.—All Candidates will be required to pass in the subjects of Geography and History. Those Candidates who, at this Examination, fail to obtain at least 40 per cent. of the maximum number of marks for Geography and History combined, will be held to have failed in the Examination, and will be so informed.

Candidates who pass the King's Scholarship Examination will understand that they are thereby necessarily qualified in Geography and History for the purposes of the Certificate Examination for Acting Teachers.

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* The figures in brackets indicate the maximum number of marks allowed for each subject.

***Mathematics.** *Females.* **[90]** (*See Note to Mathematics for Males which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz.:—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I and III, with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

Mathematics. *Males.*

Two papers [**90** each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz.:—

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions, arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I-VI and XI., 1-21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

TRIGONOMETRY. Elementary Trigonometry, including the solution of triangles, with the aid of four-place logarithms. Graphical solutions of problems.

NOTE.—*All candidates must bring instruments to the Examination for correct drawing and measurement, viz., a ruler graduated in inches and tenths on one side, and in centimetres and millimetres on the other; a protractor graduated in degrees; set squares; and compasses.*

School Management. **[75]**—Notes of lessons.

The methods of teaching the ordinary subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. *Females.* **[80]**—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, night-dress and gored petticoat.

3. The knitting of a boy's sock or girl's stocking.

Domestic Economy. *Females.* **[45]**—Food; its composition, functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

The feeding and management of infants and young children.

B.—OPTIONAL SUBJECTS.

Candidates will be allowed marks for the following optional subjects :—

MUSIC.

ONE LANGUAGE (or *two* languages if no marks are claimed for Science).

SCIENCE.

DRAWING.

Music.—Candidates may take theory without also taking the tests in practical skill.

(*a*.) THEORY. [20]

Staff Notation :

All the major and minor scales and signatures. Intervals, diatonic and chromatic. Easy transposition. Time signatures. Values of notes and rests. Contents of bars. Transcription. Syncopation. Voice training of children. Common musical terms. Translation of a short passage into Sol-fa Notation.

AND

Tonic Sol-fa Notation :

The major and minor modes. First remove changes of key. Bridge notes. Chromatic notes. Intervals, diatonic and chromatic. Pulses, common divisions of pulses. Measures. Transcription, by doubling or halving, &c. Syncopation. Translation of a short passage into Staff Notation.

(*b*.) PRACTICAL SKILL. [30]

The tests can be sung from the staff or the tonic sol-fa notation (or both) at the option of the Candidate.

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages in both notations combining time and tune, and to tell ear exercises freely.

Languages. [80 each]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books :—

LATIN.—Cicero, *de Senectute*, and Virgil, *Æneid*, Book II., and simple unseen passages.

GREEK.—Xenophon, *Anabasis*, Books III. and IV., and Homer, *Iliad*, Book III., and simple unseen passages.

FRENCH.—Simple unseen passages.

GERMAN.—Simple unseen passages. A few additional marks will be allowed for the use of German Script.

NOTE.—*Candidates who fail to make at least 25 per cent. of the maximum for any Language will not be credited with any marks therefor.*

Science [80] **and Drawing.** [60]—To obtain marks for Science or Drawing Candidates must have attended a three years' course (*see* however, next paragraph) under a scheme previously approved by the Department for this purpose, and be presented at the Leaving Certificate Examination in the subject in 1908, when marks will be awarded according to the merit of their work, even though a pass may not have been obtained

Pupil Teacher Candidates who, for good reason shown, have not been able to complete a full three years' course either in Science or Drawing, will be allowed marks on a lower scale, provided that at least one year of the approved course has been satisfactorily overtaken, and that the Candidates are duly presented as above.

Application to attend the Leaving Certificate Examination for the purpose of obtaining marks in Science or Drawing for the King's Scholarship Examination must be made through the Managers of the schools or classes in which Candidates are receiving instruction. Such applications should reach the Department *not later than 15th January, 1908.* The Department cannot guarantee that any application received after that date will be complied with.

Candidates who have been presented in Science or Drawing at any Leaving Certificate Examination previous to 1908 may be credited with the marks then awarded for their work. But any such candidates who have already obtained a pass in Science or Drawing at the Leaving Certificate Examination, by continuing their study of these subjects, and being duly presented in accordance with the above regulations at the Leaving Certificate Examination in 1908, may be awarded marks up to a maximum of 90 in the case of Science, and 80 in the case of Drawing.

Detailed regulations applicable to the Leaving Certificate Examination in Science and Drawing will be found in Circulars No 368 and 367 respectively, copies of which may be had on application to the Department.

C.—SPECIAL SUBJECT.

Gaelic. [80]—In addition to the marks obtainable under the foregoing regulations, marks will be allowed for Gaelic :—

(1.) To candidates who are, or who have been, Pupil-teachers in any of the counties mentioned in Article 19 E. Scotch Code of 1906, and

(2.) To candidates who, not having been Pupil-teachers, are shown to the satisfaction of the Department to have been under tuition at some centre of instruction within the specified counties for at least one year immediately preceding the King's Scholarship Examination.

All candidates must fulfil the following conditions :—

They must be presented at the Leaving Certificate Examination in Gaelic in April, 1908.

Marks will then be awarded according to the merit of their work, whether they be successful at the Leaving Certificate Examination or not.

Application to attend the Leaving Certificate Examination for this purpose must be made by the managers of the Schools, or other centres of instruction, at which the candidates have been in attendance, and should reach the Department *not later than 7th January, 1908.* The Department cannot guarantee that any application received after that date will be complied with.

Candidates who have been presented in Gaelic at any Leaving Certificate Examination previous to 1908, may be credited with the marks then awarded, or may again present themselves for Examination with a view to obtaining additional marks (within the maximum of 80).

Full particulars as to the scope and character of the Leaving Certificate Examination in Gaelic will be found in Circular No. 383, copies of which may be had on application to the Department.

Candidates should follow the orthography of the dictionaries of Macleod and Dewar, or of Maceachan.

SCOTCH EDUCATION DEPARTMENT.

WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

July, 1908.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF ACTING TEACHERS.

The Examination will commence on Tuesday, the 7th July, 1908, at 9.30 a.m.

SCOTCH EDUCATION DEPARTMENT.

CERTIFICATE EXAMINATION, 1908.

REGULATIONS.

1. The Examination of Acting Teachers for Certificates will be held on Tuesday, 7th July, 1908, and three following days at the following centres:—

ABERDEEN.
AYR.
DUMFRIES.
DUNDEE.
DUNFERMLINE.
EDINBURGH.
ELGIN.
GLASGOW.
GREENOCK.
INVERNESS.
KIRKWALL.
LERWICK.
MOTHERWELL.
OBAN.
PAISLEY.
PERTH.
PORTREE (*if a sufficient number of candidates apply*).
STIRLING.
STORNOWAY.
WICK.

2. The examination is open to candidates who are upwards of 20 years of age on the 1st October next following the date of the Examination, and have either:—

(1). Been employed for not less than one year as Provisionally Certificated Teachers (Article 60 of the Code of 1906), *or*—

(2). Served as Assistant Teachers (Article 79 of the Code of 1906), for at least twelve months in day schools approved by the Department, under Certificated Teachers.

The Examination is also open to Graduates in Arts or Science of any University of the United Kingdom *who graduated in or before the year 1906*, and who after a course of training for not less than six months, in a day school approved by the Department, satisfy the Inspector of their practical skill as teachers.

3. The names of all candidates must be notified to the Department before the 1st of May, on Form 147, by the Managers of the Schools in which they are serving (or in which they last served). A copy of Form 147 will be sent to the Managers of every State-aided School in or about the month of October, 1907.

4. Under the School Teachers' Superannuation Rules (Scotland) 1899, every candidate desirous of being examined whether previously so examined or not, must forward to the Department satisfactory evidence of physical capacity and age. A list of the Medical Officers nominated by the Department, together with a form of medical certificate, will be sent to each candidate on or about 31st March. The medical examination must take place between 1st April and 1st June, in the year in which the Examination is to be taken. The fee for the medical examination, *not exceeding* ten shillings and sixpence, is payable by the candidate.

The evidence of age must be produced by means of the Certificate of a Registrar of Births and Deaths, and should be forwarded to the Department with the Form 147, unless it has been produced in connexion with a previous examination.

5. The subjects of examination are laid down in the following Syllabus, and are open to candidates of either sex unless otherwise specified. Candidates are no longer required to pass two examinations. There will be one set of papers only, the general standard of which will be that of second year's papers at former examinations. (See Article 72 (a) of the Regulations for the Preliminary Education, Training, &c., of Teachers).

6. The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

7. Candidates who do not obtain at least 25 per cent. of the maximum for ENGLISH and COMPOSITION, PENMANSHIP, SPELLING, and TEACHING, will be held to have failed in the examination. These subjects are distinguished in the Syllabus by the letter (f).

8. Candidates will be informed by letter from the Department of the result of their examination.

Successful candidates will be recognised as Certificated Teachers from the first day of the month succeeding the date of the examination and, upon the fulfilment of the conditions as to probation laid down in Articles 49 and 50 of the Regulations for the Preliminary Education, Training, &c., of Teachers, will be awarded certificates which will be of one class only, and will be held subject to the provisions of Article 54 of those Regulations.

Unsuccessful candidates may, nevertheless, if their performance at the examination warrants such a course, be recognised by the Department as having obtained the equivalent, for the purposes of Article 73 (*c*) of the Regulations for the Preliminary Education, Training, &c., of Teachers, of a pass in first year's papers.

9. Under no circumstances can information be afforded as to the result of the examination in particular subjects.

Candidates are recommended to make themselves acquainted with the Regulations for the Preliminary Education, Training, and Certification of Teachers.

Copies of those Regulations, price 3½*d.*, post free 4½*d.*, and of the papers set at the previous Certificate Examinations, price 6*d.*, post free 7*d.*, can be obtained, either directly or through any Bookseller, from Wyman and Sons, Ltd., Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

1908

SYLLABUS.

1. OBLIGATORY SUBJECTS.

Teaching, Practical Skill in (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and Dictation (f) [50].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

NOTE.—Pupils should be taught to write a firm, round, legible hand.

2. To write a passage from dictation.

English (f) [100] and Composition (f) [50].

1. An intelligent acquaintance with the language, style, and subject-matter of *Shakespeare's "A Midsummer Night's Dream,"* and the first three chapters of *Gibbon's "Decline and Fall of the Roman Empire."*

(In 1909 the books will be *Shakespeare's "As you like it,"* and *Carlyle's "Essay on Burns."*)

2. To write plain prose upon a given subject.

3. General knowledge of English literature in the eighteenth century.

(In 1909 the prescribed period will be *from 1800 to 1850.*)

School Management [100].

1. The training of the faculties of sense, memory, judgment, and reasoning; the order of their development and the mental processes they involve; the formation of habits and character.

2. The best methods of teaching the subjects of the Elementary School curriculum (Scotch Code, Articles 19 (*a*) 4–7).

3. (*a*) School organization and classification.
   (*b*) School registers, the mode of keeping them, and of making returns from them.

4. The laws of health as applied to school premises, scholars and teachers.

5. Quick's Educational Reformers, chapters 13, 14, 16, 17, 18, 19.

N.B.—Candidates who desire to obtain special recognition as teachers of infants, are referred to the conditions laid down in Articles 51 and 74 of the Regulations for the Preliminary Education, Training, &c., of Teachers.

***Mathematics.** *Females* [100]. (*See note to Mathematics for Males which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz.:—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I. and III., with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

Mathematics. *Males.*

Two papers [100 each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz.:—

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I–VI. and XI., 1–21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane-faced solids; mensuration of plain and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

TRIGONOMETRY. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

NOTE.—*All candidates must bring instruments to the Examination for correct drawing and measurement, viz., a ruler graduated in inches and tenths on one side, and in centimetres and millimetres on the other; a protractor graduated in degrees; set squares; and compasses.*

Political Economy—*Males* [75].

Elementary Questions in Political Economy.

Domestic Economy.—*Females* [75].

1. Food—its composition, function, and preparation.
2. Clothing and Laundry.
3. The Dwelling.
4. The Laws of Health and Sick Room Management.
5. The Feeding and Management of Infants and Young Children.
6. Household Expenses and Investment of Money.

Needlework—*Females* [75].

One of the following exercises will be set:—

(*a*) An examination paper testing the Candidate's practical knowledge of the methods to be pursued in teaching needlework to classes of children;

or,

(*b*) An exercise in cutting out and fixing the various parts of some garment;

or,

(*c*) An exercise in practical mending, darning, patching, &c.

1. The needlework course should include the various stitches used in the making and repairing of ordinary underclothing and of the articles included in the term house-linen.
2. The cutting-out in paper and in material of garments suitable for making up by children. The paper garments may be half-size.
3. The drawing of rough diagrams on the blackboard in illustration of the difficult points in a needlework lesson.
4. The drafting of patterns based on some simple system of measurements or proportion.
5. The stitches used in the higher branches of plain needlework: feather stitching, open hem stitch, whipping, etc.
6. The knitting of simple articles: vests, socks, stockings, etc.

Geography and Physiography.

1. An elementary knowledge of Physical Geography, comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides, Winds, and Ocean Currents.

2. The Physical, Commercial, and Industrial Geography of the British Empire.

Candidates may be asked to illustrate their answers by sketch maps.

See notes under History.

History.

1. A General knowledge of the most important events in British History, with dates.

2. British History from the Accession of James I. to the Restoration, with special reference to (*a*) constitutional questions; (*b*) military operations; (*c*) leading statesmen; (*d*) great authors.

Note.—For the adequate study of this special period candidates should consult one or more of the chief authorities.

N.B.—Candidates who have not previously passed in Geography or History at the Scholarship Examination, or whose qualification under Article 79 does not include these subjects, must, unless they have obtained a pass at the Leaving Certificate Examination in English, including Geography and History, take these subjects at this Examination; and, unless they obtain at least 40 per cent. of the maximum for either paper, or, if they have to take both History and Geography, then 40 per cent. of the maximum for the two papers combined, they will be held to have failed in the Examination.

Candidates who passed the Scholarship Examination before 1897, or who passed the Certificate Examination in first year papers before 1898, will be held to have qualified in Geography and History if at either of those Examinations they obtained not less than 40 per cent. of the maximum for the two subjects combined, failing which they will be required to take the subject or subjects for which they obtained less than 40 per cent. of the maximum, at this Examination.

Candidates who passed the Scholarship Examination in Scotland in (or since) 1897, or the Certificate Examination in (or since) 1898, have duly qualified in Geography and History, and cannot take these subjects at this Examination. This will not, however, entail any loss of marks.

II. OPTIONAL SUBJECTS.

Music.

Candidates are expected to have a knowledge of both notations.

NOTE.—Marks for Music are not given, unless the Candidate obtain at least 30 per cent. of the maximum marks for the Subject.

(*a*) PRACTICAL SKILL [30]:—

(i) To sing a short example in time and tune.

(ii) To beat time to a passage to the syllable *doh* (or *lah*).

(iii) To give the names of a short series of notes (the chord of the key being given).

(*b*) THEORY [20]:—

1. The compass and registers of the voices of men, women, and children General rules relating to voice training of children.
2. Musical terms in common use.

Staff Notation.

3. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.
4. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription of time.
5. Translation into Tonic Sol-fa Notation.

Tonic Sol-fa Notation.

6. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge notes, and distinguishing tones.
7. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation. Transcription by halving or doubling values, &c.
8. Translation into Staff Notation.

Languages [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

(Candidates are restricted to **two** languages.)

The papers will contain passages for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose. In the German paper marks will be allowed for the use of German Script.

Candidates who take French or German will be required to read (not translate) easy French or German narrative to H.M. Inspector at his visit to their School next before the Examination, and unless a reasonably high standard is reached, a deduction will be made from the marks obtained for the written paper. On the other hand, marks will be added in the case of candidates who do well in this test.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any Language will not be credited with any marks in that subject.*

DRAWING AND SCIENCE

Marks will be awarded for satisfactory work at †courses of instruction conducted under Article 91 (d) of the Code or Article 55 of the Regulations for the Preliminary Education, Training &c., of Teachers in the following subjects:—

A. *Physics and Chemistry*
*B. *Any branch of Biology.*
C. *Drawing.*
D. *Navigation.*

The maximum marks for Drawing or Science can be obtained only when the Course or Courses of instruction attended extend to not less than 3 years of study.

Marks for Science and Drawing are also awarded for successful work in those subjects as tested at the Leaving Certificate Examinations, even though the Candidate may have fallen short of the standard required for a pass, but the *maximum* marks cannot be obtained unless such work has been supplemented by subsequent attendance at Courses referred to above.

* Students claiming marks in respect of attendance at a Course under B will, as a rule, be expected to give evidence of previous attendance and satisfactory work at a course under A, and when this condition is not fulfilled the marks awarded may be reduced.

† Other suitable courses may be recognised, but candidates who propose to attend a course of instruction other than one conducted under Article 55 of the Regulations for the Preliminary Education, Training, &c., of Teachers, should be careful to ascertain from the managers that it has been specially approved by the Department for the purpose of the award of marks at the Certificate Examination. No marks can be allowed if the course has not been so approved.

NOTE.—In special circumstances, where a candidate has been unable to qualify for marks under the above regulations, marks for DRAWING may be allowed in respect of passes obtained BEFORE 1902 at the local examinations in that subject.

GRADUATES.

NOTE.—*The following Regulations apply only to Candidates who graduated in or before the year 1906.—The Department must be satisfied as to the adequacy of the* preliminary *course of training undergone by the candidates. They will also look narrowly into the answers given to the questions in the two papers set for these candidates, and will require evidence of a sound knowledge of the first principles of teaching.*

(1.) The Examination of Candidates admitted under Article 72 (c) of the Regulations for the Preliminary Education, Training, &c., of Teachers will commence at 10 a.m., and will be completed at 5.30 p.m. on Wednesday the 8th July, 1908.

(2) The *papers set will be (*a*) the School Management paper (*see* page 742) and (*b*) a special paper for graduates, which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

* The Department may accept in place of the above papers—
A certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of Education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them—*see* Article 48 (*b*) of the Code of 1906.

PART IV. OF APPENDIX.

CONTINUATION CLASSES.

CONTINUATION CLASSES.

GENERAL REPORT *for the year* 1907 *by* A. E. SCOUGAL, ESQ., M.A., LL.D., *His Majesty's Senior Chief Inspector of Schools, on the* CONTINUATION CLASSES *in the* SOUTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to present to Your Lordships my fourth Annual Report on the Continuation Classes in the Southern Division of Scotland.

Method of this report.

As in past years, pressure of other duties has rendered it impossible for me to take any personal share in the inspection of these classes; but I have been favoured by my colleagues with full and informing reports on the state of Continuation Class work in the various districts. To give these reports *in extenso* would occupy much space, and would involve a certain amount of reiteration; for the districts have much in common, and the same problems emerge in similar localities. I have thought it better on this occasion to deal in the first place with certain general considerations which have a wide application, and thereafter to indicate in the case of each district what have been the more salient features of the past session (1906–7).

Increased interest shown by employers in Edinburgh.

On the whole, perhaps the most satisfactory phase of the session's record is the success of the effort that has been made by the School Board of Edinburgh to enlist the interest of employers and of the general public in the work of these classes. H.M.I. Mr. Jamieson points out in his report that the consequent large increase in the number enrolled has not adversely affected the average quality of the work done. The number enrolled in the past session was 4,516, as against 3,722 in 1905–6; and it is gratifying to note that there is a still more marked increase during the session now current. These results are directly traceable to the wise efforts of the Board in taking steps to make employers personally acquainted with the nature of the classes.

Exhibition in Edinburgh of work done in the Continuation Classes.

By way of further stimulating public interest in the matter the Board held an exhibition of the work done at the various centres. Very great interest was taken in the exhibition, and H.M.I. Mr. W. G. Fraser informs me in his report that not a few master tradesmen who had previously imagined that the Continuation Class pupils only "played at work" left the exhibition completely converted to the view that it was possible for a workman to learn something at "Night School."

Need of fuller information of the public with regard to these Classes.

From what Mr. Fraser says, the experience of Edinburgh would seem to indicate that the lack of support to Continuation Classes, at least in considerable towns, is due as much to lack of knowledge on the part of the public as to want of desire to learn on the part of the rising generation. As a rule, a School Board provides evening schools, issues a prospectus to whoso cares to ask for it, and sets up posters to announce the existence of the classes. In addition, pupils who leave the day schools at the age of fourteen may be urged to attend these classes; but it is forgotten that an appeal to parents and employers is more likely to be effective than one to children. Hence, though few young people are unaware of the existence of evening schools, not many have had their thoughts seriously turned in the direction of continuing their school education. While nobody wishes to see public bodies "beating the big drum" and inviting the world to come and see what they can do, there is a mean in all things, and a body entrusted with the spending of public money should do what it can to see that this money shall benefit as many members of the community as possible.

Value of immediate enrolment after leaving day school.

In this connexion Mr. Fraser gives some interesting statistics published by the Edinburgh School Board. Of the 4,516 pupils enrolled, 2,435 enrolled for the first time in a Continuation Class, and of these, 1,247 had allowed more than one year, and no fewer than 360 had allowed five or six years to elapse since leaving the day school. Of the 3,200 pupils who left day schools during 1905–6, it would appear that 1,188 joined an evening school at the first opportunity; so that, even allowing for those pupils who went to the Heriot Watt College, and are therefore not included in the 1,188, little more than one third have gone straight to evening classes. This proportion, it may be hoped, will steadily improve; meanwhile the statistics are not such as to counsel despair.

The "exempted" pupil.

A problem which confronts School Boards in every district is how best to deal with the pupil who is exempted from day school attendance on condition of attending a Continuation Class until he reaches the age of fourteen. In some cases the "exempt" has to be compelled to attend, and as a rule he asserts his legal right to leave at the earliest moment. H.M.I. Mr. Clark reports that in one school 15 of these pupils out of 19 ceased to attend on reaching the age limit. One hopeful point is that as these exemptions are now being more sparingly granted more children have the opportunity of spending a year or so in the salutary atmosphere of a Supplementary Class.

Compulsory Classes.

The question of compulsory Continuation Classes is discussed by one or two of my colleagues, and their opinions do not exactly coincide. On the one hand it is pointed out that a boy of 14 is physically fit to work and to increase the household income, while if he be required to attend school, his hours of labour must be shortened and the household income must accordingly be reduced. On the other hand, it may be said that boys do attend classes in addition to performing their daily toil, and, further, that increased skill in labour might compensate for shorter hours and so leave the income unaffected. In general terms, we must ask ourselves whether, in the long run, shorter hours of work, with more time given to study, might not prove financially beneficial. Of the moral and intellectual benefit there can surely be no doubt.

Selection of subjects by pupil.

A problem closely connected with the question of voluntary attendance is that of the extent to which a pupil should be allowed absolute freedom in the selection of the course of instruction he wishes to follow. Very often he is allowed to make a haphazard choice which results in a veritable *farrago.* At times he does not follow a suitable course, because no suitable course is provided. It would appear that even in cities it is difficult to persuade a pupil to take a definite, well-planned *course,* especially if that course includes English. On the technical side the difficulty is not so great, because very often one part of a course would be quite unintelligible without the other, and the pupil, ignorant of both, is ready to be advised.

Decline of English.

But where English is concerned the matter is really serious. Almost all the reports of my colleagues deplore its exclusion from courses and even from entire centres. It may be that the pupil, recalling the laborious grammatical and linguistic exercises of his school days, shrinks from a recurrence of the ordeal. It may be that those teachers whose work would be really stimulative prefer reading at home to teaching Continuation Classes. At any rate the fact is patent that English as usually taught is one of the least popular subjects in the curriculum. Here and there, where Reading Circles, Book Clubs, Debating Societies, and the like form an integral part of the winter's work, one finds that an interest in literature survives, but from Continuation Classes generally the subject tends to disappear.

Organization.

At times the effort to construct courses is more successful in the prospectus than in actual work. It is here that skilful organization finds play, and some of the larger Boards might consider the advisability of employing an expert of high professional standing to guide them in the matter. Very useful advice may sometimes be had from large employers of labour. In some cases the employees of one firm may form a considerable proportion of a school, and the heads of the firm may be able to suggest a course in which their own apprentices will make a large enough class.

Staffing.

Another question of much importance is whether the time has not come for large Boards to lead the way by enabling their teachers to do Continuation Class work at less personal hardship. This might be done by freeing from afternoon work those teachers who take the evening work, and rearranging salaries accordingly. So long as evening school work is looked upon merely as a means to increased salary, and undertaken accordingly, we cannot have the best work possible in the evening school. In many centres of population the teachers do excellent work, because pupils and teachers are alike enthusiastic; but frequently in the country districts one finds the Continuation Class little more than a perquisite of the male assistant, who conscientiously earns his salary, but regards the class merely as a means to that end. And too often no one in the locality takes any real interest in the work, or in the pupils, or in the teacher.

Dressmaking and Millinery.

Most of my colleagues make special comment on the very great popularity of Dressmaking and Millinery as subjects in Division II.; but some of them express considerable doubt as to the educational value of a good deal of the work that is done in these subjects. When the same girls and women attend these classes year after year merely to repeat, for the supply of their individual or family requirements, the making of garments, hats, &c., that they have already been taught to make, these classes become little more than "Dorcas Meetings" or "Sewing Bees," and hardly seem to form a part of the genuine educational machinery of a district.

Increased interest in the country districts.

It is satisfactory to note that the apathy which has long marked the work of country classes is here and there giving place to something like incipient interest. In Fife and in Linlithgowshire, the Technical Committees of the County Council have for some years done excellent work. Mr. Jamieson reports that the Secondary Education Committees of Midlothian and West Lothian have, in consultation with the local School Boards, each instituted a system of technical classes. The aim is to make the classes conducted by the Boards fit as far as possible into those conducted by the Committee. The system is by no means complete as yet: there are many gaps and imperfections. But the earnestness with which the Committees have taken up the work suggests that much may yet be achieved. The classes under the Boards are usually conducted by the day-school teacher, who naturally cannot be an expert in all subjects. H.M.I. Mr. Michie makes the suggestion that the special teacher of the advanced class would be willing to place his experience at the disposal of his colleague. For this purpose, as well as for harmonious co-operation, it would be desirable that before the commencement of the session conferences should be arranged between the teachers in the areas from which the schools under the Committees draw their pupils. Mr. Michie makes the further suggestion that in the organization of these classes much good work might be done by a permanent committee composed of representatives of the two authorities. Among the problems which might be considered by such a committee are the provision of suitable instruction at suitable centres, determined by a survey of the distribution of the types of employment in the county; the co-ordination of the various outlying classes; co-operation in the provision of instruction in practical subjects in day and evening schools; and the issue of a joint syllabus which would help to show employers how their interests were being considered. This point is emphasized by Mr. Gall, Sub-Inspector, who notes that he sometimes finds a miner studying shorthand or book-keeping without any apparent or ascertainable reason.

Division I.

Classes in Division I. are still numerous; but the alteration in the syllabus of instruction has tended to improve the quality of the work done. It would scarcely be reasonable to expect the quality to be high when one considers the circumstances of some of the pupils. Mr. Wilson, Sub-Inspector, cites the case of the mill-girls at a certain class. They reached home at 7 p.m., attended the class at 7.30, returned home about 10, and were up at 5 o'clock next morning to resume their daily toil. To keep this up for a whole winter must be trying for even the most enthusiastic girl. It does not appear that any trial has been made of the experiment suggested in a former report, whereby either employers would shorten the hours of labour for these pupils on school-days or school should be held only on Saturdays. H.M.I. Mr. J. C. Smith reports that Division I. classes are still too numerous, and suggests that in some of the towns there might be more centralization.

Division II.

Regarding the classes under Division II. there is little that is new to report. Of the most popular subjects—Dressmaking and Millinery—something has been said. Cookery is on a different plane. Miss Crawford reports in very favourable terms on almost all the classes, but she makes the important observation that where any serious diminution in attendance was perceptible, the invariable cause was the unsuitable nature of the dishes practised. When fanciful or expensive cookery was attempted the pupils speedily discovered that it was costing them too much and that the lessons could not be practically applied at home. They consequently lost interest and ceased to attend. It is of the very greatest importance, therefore, to encourage and insist upon the teaching of plain and useful cookery. The pupils not only find such instruction helpful, but also get an equivalent in food value for the money spent on the dishes.

Cookery.

Laundry Work.

Laundry Work was taken at a few centres; but the physical exertion that the work calls for, and the heated state of the rooms, render these classes less popular than those for other domestic subjects. The best work was accomplished at *afternoon* classes, when artificial light was unnecessary.

Commercial Subjects.

Classes in Commercial Subjects are increasingly popular, and much highly creditable work is being done, especially in towns. It is interesting to note that an improvement is discernible in the teaching of those specialists who, not being professional teachers, have now had a few years' experience of the work. Discipline is better, and the work is more methodically arranged and carried out.

Shorthand and Book-keeping are by far the most popular subjects. Although in the former subject, especially, many pupils reach a very high standard of attainment, the teachers often have reason to regret that their students do not combine with it regular instruction in English. Typewriting is frequently added to the two principal subjects, but there is a tendency to spend too much time upon this branch. When the details of the mechanism of the machine have been mastered and the keyboard has been thoroughly learned, there remains nothing of any educational value to work at. Mere practice should not be regarded as instruction; and for this reason a course in the subject ought not to extend over more than one session, if, indeed, one session be not rather much.

Width of Curriculum desirable.

Professor Sadler, in the recent valuable volume, "Continuation Schools in England and Elsewhere," edited by him, remarks on the fact that often enough the studious clerk who devotes much time and zeal to the study of book-keeping and shorthand fails to get on in the world, while the less anxious youth, who studies more in the school of life, rises to a position of greater responsibility. The latter avoids the danger of narrowness, while he takes other —and more serious—risks. It would seem that an extension of the social and civic possibilities in Continuation Class work might act as a very powerful means of improving the average type of young man in business offices. There is far greater opportunity for development in the atmosphere of a good workshop than in that of an ordinary office. The mechanic can frequently do his work under conditions which permit him to learn from wiser men; at times his work takes him hither and thither, and he has excellent opportunities of coming in contact with his fellows in the fulfilment of a common task. With the clerk, attached day after day to a desk, doing purely mechanical work under conditions that impose silence, the case is too often otherwise. His actual work is uninteresting, for he sees but a tiny part of the whole complex organism: there is all the more reason, then, that his course of study should be broad.

Languages.

Classes in Languages are few, but the work is excellent. Oral teaching in French and German has made great advance in recent years.

Division III.

Organization.

Centralization.

No important changes fall to be recorded in connexion with the Science, Art, and Technical Classes. No new centres for work in Division III. have been recognized, and what progress has been made has been rather in the direction of extension and improved co-ordination of the work of existing classes than in that of fresh developments. Midlothian has joined the list of counties that have appointed organizing secretaries for technical education, with results that are already visible in the improved organization of the Continuation Classes throughout the county. An attempt is being made in this county and in Linlithgowshire to induce the teachers in the smaller centres to concentrate their energies on a course of study (in Practical Mathematics and Geometrical Drawing) which shall form a useful foundation for more advanced work at one of the Division III. centres. If the local authorities could be induced to take measures to assist their students, after going through such a course, to continue their studies at the nearest centre for advanced work, one of the most difficult problems in connexion with Continuation Classes would be in a fair way to solution; for, in that case, the number of advanced students at these centres would be greatly increased, and the grants would be correspondingly larger. Unfortunately, the smaller School Boards do not seem, as a rule, to consider the provision of technical instruction as a serious part of their duties. On the contrary, the Continuation Classes are regarded as a perquisite of the day school teacher, and to him all the arrangements, including the choice of the subjects to be taught, are entrusted. It is not surprising that he in turn should regard the classes mainly as a means of increasing his income, and should often sacrifice educational advantage to popularity.

Equipment and Buildings.

Thanks in great measure to the liberal grants that have been provided by the Department, some progress has been made in the provision of new buildings, and more is promised. The new engineering laboratories for the Heriot-Watt College, as well as the new Municipal College of Art for Edinburgh, are in the course of erection. So are the laboratories for the central classes in mining at Cowdenbeath; while the new textile school at Dunfermline and the technical school at Galashiels will be opened in a few months. The last-named promises to be the most complete institution of the kind in the Southern Division, apart from the Central Institutions in Edinburgh.

Co-ordination in Edinburgh.

The marked revival of interest in Continuation Classes in Edinburgh has been in part due to the closer connexion between these classes and the advanced classes at the Heriot-Watt College—a connexion which has been emphasized by the issue of a "Joint Prospectus and Directory of Evening Classes" giving particulars of both institutions. The increase in numbers has been accompanied, in the Science, Art, and Technical Classes, by a steady improvement in the calibre of the students and in the quality of the work done.

Division IV

Classes in Division IV. are not by any means numerous. They are usually confined to Physical Exercises and Vocal Music. In the city of Edinburgh the number of pupils who took these classes without attending others was so small as to be almost negligible: in country districts the reverse appears to have been the case. In Fife and in the Border District Division IV. classes seemed to have little organic connexion with the purely educational work. Mr. Wilson tells me that complaint was frequently heard as to the difficulty of getting working lads to join classes for Physical Drill, on the ground that their daily occupation made them unfit for such exercises. On the other hand, Mr. Gall mentions as a significant feature the case of a class attended mainly by miner lads who cheerfully went through gymnastic exercises even though they had already done a day's *darg*, but who resolutely declined to join any other class.

Physical Drill.

Vocal Music.

Classes in Vocal Music do not appear to increase either in popularity or in efficiency. During the past session four new classes were established in the Border District; and Mr. Bell, Sub-Inspector reports of them that, while no fault could be found on the score of lack of enthusiasm or want of solid results, it remained doubtful whether these classes stimulated the work of the others. In the Stirling District the classes were too small to be successful. In Fife, on the other hand, Vocal Music appears to have been, on the whole, more popular and more successful than Physical Drill.

The several Districts.

A few brief notes may be added with regard to the separate Districts.

Edinburgh.

As regards the Edinburgh District, the prominent features have already been discussed. Classes in Commercial

Subjects are by far the most popular, while next in order come Girls' Industrial Classes. In the English Course and the Art Course there is some falling off. The attendance in the city classes has been, as usual, almost perfect. In only one country school was the study of English being effectively pursued.

Fife.

In Fife more centralization of classes is desirable, and there are still too many classes in Division I. The interest which managers take in the classes is not always very pronounced; and in granting exemptions care is not always taken that suitable provision is made for the completion of the pupil's general education. Very successful results are achieved by the Kirkcaldy School of Shorthand.

Border District.

In the Border District classes were held at 22 centres: 9 in Berwickshire, 3 in Peeblesshire, 5 in Selkirkshire, and 5 in Roxburghshire. The last-named county does not appear to advantage, especially in comparison with Berwickshire, where the population is much smaller. All the classes in Berwickshire may be termed rural, while there is practically only one of that type in the remaining three counties.

It is matter for regret that even in country villages the Commercial type of course is the rule. A well-considered Rural course was conducted at Hirsel Law, Coldstream. At Kelso an Industrial course for girls was arranged under Division I., but the attendance was not what might have been expected.

Housewifery classes with the most modern equipment were conducted at Galashiels, Peebles, and Kelso; while at Hawick, Selkirk, and elsewhere a considerable extension of facilities for instruction in this subject is probable.

Stirling.

The following table shows the branches taught, the number of schools professing each, and the number of pupils studying each subject in the Stirling District:—

	Subject.	No. of Schools.	No. of Pupils enrolled.		Subject.	No. of Schools.	No. of Pupils enrolled.
1	Shorthand	18	660	14	Laundrywork	5	118
2	Book-keeping	18	587	15	Needlework	17	506
3	Commercial Arithmetic	17	520	16	Domestic Economy	1	39
4	Commercial Correspondence	5	118	17	English	10	263
5	Commercial Geography	1	25	18	Ambulance	6	146
6	Typewriting	5	94	19	Latin	1	11
7	Drawing	6	143	20	French	2	28
8	Technical Arithmetic	5	138	21	German	2	60
9	Mensuration	4	118	22	Woodwork	8	149
10	Citizenship	3	75	23	Wood-carving	2	50
11	Dressmaking	29	1,358	24	Drill	7	175
12	Millinery	10	397	25	Music	3	69
13	Cookery	21	586	26	Hygiene	1	15
				27	Trade and Commercial Transactions	1	15

In Alloa and Falkirk certain schools were set aside for the work of Division I.

The evening class work provided for young women is, as a rule, of a commendably practical type, but the curriculum for them will not be complete until it regularly embraces instruction in Hygiene and Household Management. It is unfortunate that the Housewifery classes which have been so successfully conducted in Buchanan parish, have had, for various reasons, to be discontinued.

Twenty-two schools had classes subsidized by the Stirling Technical Education Committee, and the similar committee subsidized four schools in the county of Kinross.

Complaint is again made of the lack of interest on the part of managers, who frequently open classes with hesitation, and are indifferent to their success or failure. But there are exceptions, notably the School Boards of Dunblane, Stirling, Falkirk (Burgh), and Falkirk (Landward).

Perth.

The number of centres in Perth county has fallen from 25 to 23. Of these, 14 had classes under Division I., 18 under Division II., 2 under Division III., and 2 under Division IV. In Perth city there were 4 centres, in other towns and villages 12, and in small country schools 7. It is matter for regret that so few pupils study English and Cookery. The following enrolments in Perth city schools tell their own tale:—

Needlework - - - - - -	304
Dressmaking - - - - -	242
Re-making Garments - - -	194
Millinery - - - - - -	72
Laundry Work - - - -	55
Cookery - - - - - -	40
English - - - - - -	11

Excellent work continues to be done in the Commercial classes, which are well taught and popular.

CENTRAL INSTITUTIONS.

It does not seem necessary to deal in detail with the work of the three Central Institutions of the Division—the Heriot-Watt College, the Edinburgh and East of Scotland College of Agriculture, and the Leith Nautical College—as full information with regard to the nature and extent of the work of these institutions is given in the reports to be found in the Appendix.

Heriot-Watt College.

Of the three, the Heriot-Watt College naturally comes into closest touch with the work of Continuation Classes. Mention has already been made of the much more definite plan of co-ordination which is in force for the present session. The working of that scheme will fall to be dealt with in next year's Report, but the necessity for it is very evident from the statement in Principal Laurie's Report for 1906–7, in which he points out that under the arrangement in force in 1905–6 only 25 students passed from the School Board's classes to the Heriot-Watt College. Under the new arrangement the College is to discontinue classes in Elementary Geometrical Drawing and in Shorthand, while the School Board is to reduce its courses in Commercial and Technical subjects from three to two years.

While thus keeping in touch with institutions of a preparatory type, the College has come to an arrangement with the University authorities whereby certain courses held in the College are recognized as qualifying for the examinations for Science degrees.

The classes held by the Edinburgh Typographia are now carried on in premises provided by the governors of the Heriot-Watt College, although these classes have not yet been incorporated with the College.

Edinburgh and East of Scotland College of Agriculture.

There have been practically no changes in the arrangements of the Edinburgh and East of Scotland College of Agriculture. The Teachers' Class in School Gardening formerly conducted under the management of the College was this year under the supervision of the Provincial Committee; but in future such classes will be managed by the College. Before the connexion between such an institution as this and the elementary school can be an intimate one, further developments in Rural Courses for Supplementary Classes are necessary. It is interesting to know that the "Advisory Department" of the College continues to be taken advantage of to an increasing degree. As the College and its work come to be better known, the farmers, to an increasing extent, look to the staff for assistance in difficulties as they arise.

Leith Nautical College.

In the Leith Nautical College much excellent work continues to be done, and during the current session a large addition is to be made to the appliances for teaching Navigation, Marine Engineering, and Naval Architecture.

The head master will next year visit the fishing village of Cockenzie on the Saturdays in May, when the fishermen are at home, and will go over with them the most necessary parts of Line and Steam Drifters' Navigation. This useful work is to be done gratis. A very suitable course of instruction is given to lads who mean to go to sea, and every effort is put forth to make the College serve the special requirements of the seaport.

I desire this year again to express my special indebtedness to Mr. Robb, Sub-Inspector, for his valuable help in the preparation of this Report.

I have the honour to be,
My Lords,
Your Lordships' obedient Servant,
A. E. Scougal.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

GENERAL REPORT *for the year* 1907 *by* A. R. ANDREW, ESQ., M.A., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* WESTERN DIVISION *of* SCOTLAND.

MY LORDS,

I have the honour to present a General Report on the Continuation Classes in the Western Division.

I. ORDINARY CONTINUATION CLASSES.

DIVISIONS I., II., III., IV.

The leading problems of Continuation work.

I propose in the first place to deal generally with some of the leading problems of Continuation work as they present themselves in this Division, and secondly, to give in summary the account of the actual state of the work sent in for each district by the Inspector responsible for it. This will be followed, as in former years, by H.M.I. Mr. Young's Report on the Mathematical, Scientific, Technological, and Art Classes, and by a note on the work of the Central Institutions.

The most pressing difficulties with which the organisers of Evening Continuation Schools have at present to contend are four in number. The first is the need for a closer connection between the Elementary Day School and the Continuation Class which ought to follow it. The second is the educational apathy of many country districts. The third is the question of staff. The fourth arises from the long hours of employment which leave too narrow a margin of strength or leisure for further education in the case of great numbers of young people.

Some or all of these four difficulties are met with in varying degrees in most parts of this Division, but perhaps the first and the third are the most pressing from the point of view of educational efficiency, while the second and fourth must be removed, where they exist, by the comparatively slow action of a changed and roused public opinion on the subject of further education.

Continuation work and specialised classes—a distinction.

The distinction between Continuation work, in the strict sense of an extension of elementary education, and the further education for practical life which the specialised classes of the Evening Schools now give, is an important one; for it can safely be said that, on the whole, the latter part of the system is in a much more flourishing and satisfactory condition than the former.

The reason of this is two-fold. In the first place the boy newly released from school at fourteen years of age is too young to realise the inadequacy of his attainments, and too eager to enjoy his release from school work and discipline to spend time in what he regards as an irksome bondage; and secondly, the number of pupils who desire further education at this stage, or who are by law compelled to submit to it, is, in consequence of the working of the Education Act of 1901, gradually and naturally diminishing, while the ambitious and eager among the pupils are becoming more and more fitted by early day-school training to profit by the special work of the more advanced Evening Classes.

But the great majority are neither ambitious nor eager to learn, and it is only after the lapse of two or three years that the pressure of circumstances induces in some the desire to improve their financial position by preparing for responsible posts or for skilled handicrafts, and leads them to join Evening Classes after the Elementary instruction, which must form the foundation for special teaching, has, to a greater or less extent, lapsed into forgetfulness.

The interval between Day and Continuation School attendance often wasted.

There is thus a leakage and a waste of time between the close of a boy's day-school career and the opening of his continuation course which, even in cases where the latter is successfully taken, leads to delay and sometimes to disgust, and which, in cases where no school is attended at all, often brings an accession to the ranks of the unskilled labour which is constantly on the verge of unemployment. This waste is strictly analogous, from the educational point of view, to that which formerly went on in the Day School System when pupils were allowed to leave on passing the Fifth Standard. Much of the good work which had been done was, and could not but be, evanescent; this is true even now of the large number who leave at fourteen before completing the Day School Course, but, just as matters have to some extent improved, and will no doubt continue to improve, in this respect, so a similar result may be expected from any steps which would ensure the retention under the discipline of the educational system, (duly modified to meet natural growth) of the majority of those who, at present, remain to their own hurt outside its influence.

H.M.I. Dr. A. D. Thomson.

In the Report on the Glasgow District, H.M.I. Dr. A. D. Thomson, speaking of the continued decrease in the number of pupils attending Division I. Classes, says that "This decrease is not due to a dearth of pupils capable of deriving benefit from the instruction given in that Division, but to the difficulty of getting such pupils to attend"; and in connection with Division II. Classes he says, "of the very large number of pupils who, by reason of age, drop out of the Day School before reaching the stage of the Qualifying Examination very few come to Continuation Classes. It is true that after the lapse of years an occasional member of this large band, now grown to the adult stage, *and for the most part practically illiterate*, finds his way to some Continuation Class Centre with a view to being "brushed up" in some particular subject—usually Arithmetic. But the vast majority are heard of no more."

H.M.I. Mr. G. Andrew.

H.M.I. Mr. G. Andrew, in his enumeration of the weaker points of the Continuation system as it exists in Lanarkshire, places first the fact that "The numbers in attendance are, relatively speaking, small, for when one compares the number of students attending with the number of young apprentices who might well be attending at each of our Lanarkshire Industrial Centres, the wastage between the day and the continuation system is found to be very great, and will probably continue so until attendance at the latter is made compulsory."

And Mr. Shanks, Sub-Inspector in the same district, attributes the amount of revision which must be done in Division I. Classes to the fact that usually two years pass before the lads think of resuming the studies they dropped on leaving the Day School.

Supplementary Courses and Continuation work.

So far as Continuation work in the strict sense is concerned, the Supplementary Course of the Day School supplies the need for it in theory up to the age of fourteen, but, apart from the fact that a large proportion of pupils leave at this age, that many are exempted before they reach it, and that a large number of both classes have neither passed the Qualifying Examination nor entered a Supplementary Course, we have besides a great mass of young people between 14 and 16 who, at this most critical age, cannot apparently be brought into the sphere of the Continuation School, and who are therefore losing, so far as education is concerned, one of the most valuable periods of their youth.

Some of the causes of this state of matters are dealt with below, but, so far as the work of the school itself is concerned, there is hope that one result of the increase in the number of pupils who pass through the Supplementary Courses of the Day School will be an increase in the number of those who are willing to continue the studies thus begun, without a break between the Day School and the Continuation Class. In this connection the following passage from notes supplied to Dr. A. D. Thomson by Sub-Inspector Mr. D. MacLeod may be quoted:—

> "The Headmasters state that the great majority of English class pupils in Division II. have been members of a Supplementary Class for a longer or shorter period. These pupils work well, attend regularly, and, as a general rule, hasten to the evening classes, if the session is in progress, immediately on leaving the Day School. The inference is obvious. The instruction imparted in the Supplementary Class has given the pupil a glimpse, at least, of the world of literature and romance; it has engendered in him the elements of a laudable ambition; it has created a taste for reading and a desire for further extending his knowledge of men and things. The future of Continuation Classes will depend largely on the success or non-success of Supplementary Courses."

The Staff of Continuation Schools Day-school Teachers in Evening Schools.

The great majority of the teachers in Division I. Continuation Classes, and many of the teachers of the less specialised and technical subjects in the other Divisions are Certificated Teachers in the Day School. Their fitness for such work is undoubted, their energy, self sacrifice, and devotion to duty unquestionable, they are in very many cases in the first vigour of their powers of mind and body, and they are doing good service at considerable, it may be dangerous, risk to the health of their middle and later life. But even were no such risk incurred, there are distinct educational reasons,—among them, the inevitable want of freshness of thought and outlook caused by an arduous day's work in a day school,—which make it undesirable that the teacher whose whole day is occupied should also teach in the evening.

A proposed solution of the problem of staffing.

If the relationship between the Day School and the Continuation School were as close and intimate as it ought to be, if the two systems were in reality, as they are theoretically, parts of an organic whole, there would be less difficulty in the way of adopting the solution of the problem of staffing suggested in last year's Report—namely, that the teachers' work, whether day or evening, should be regarded as a whole in apportioning time and salary, but at present there seems, unfortunately, to be little prospect of this reform.

H.M.I. Mr. G. Andrew.

H.M.I. Mr. G. Andrew deals with this question:—

> "In too many cases," he says, "the work of instruction is given by teachers who are already exhausted by work in the Day School. This burning of the candle at both ends proves deleterious to both day and evening work, and materially lowers a teacher's efficiency. In the case of women teachers it should not be allowed."

Employers of labour and Continuation work.

The attitude of the employers of labour to the Continuation School may be regarded from two different points of view, for the available evidence seems to show that it varies according to the type of pupil affected by it. The message boy and the factory girl find it much more difficult to attend Continuation Classes than the apprentice engineer, the chemist's assistant, or the shorthand clerk.

Unskilled labour.

The hours of unskilled labour are long and indefinite, the work is often monotonous and depressing, and when to its influence is added the discomfort of a narrow home life, it is not to be wondered at that the boys and girls who have just left the Day School prefer the freedom of the streets or the fields to the tasks of even the most attractive Continuation School. To ask young people, who have toiled all day, to give up voluntarily their few and hardly earned hours of leisure, is certainly more than can be expected from any but the *élite* of their class, and if Continuation work is to be as successful as it deserves, an appeal must be made to employers for their co-operation in this matter. The recent movement for obtaining this co-operation initiated by the School Board of Edinburgh should be widely imitated, and if this were done it might lead to a beneficial change in the somewhat indifferent attitude to Continuation Schools which has hitherto been too common among employers of unskilled labour.

A proposed change. H.M.I. Mr. G. Andrew.

H.M.I. Mr. G. Andrew advocates a change in the hours for Continuation work which would certainly have advantages, but which, as was indicated last year, cannot be carried out without the help of employers. Mr. Andrew says:—

> "The classes are too exclusively held in the evenings. Most of those attending them have had to rise very early in the morning, have been working more or less in the open all day, and when they come to warm rooms in the evening are apt to become drowsy, listless, and incapable of mental effort. The German method of holding such classes in the early morning, or in the afternoon, seems to prove much more effective."

Mr. Henderson, Sub-Inspector.

And on the same point Mr. Henderson, Sub-Inspector, Ayrshire, remarks:—

> "If, after a long day's work, and enforced attendance at a night school, exhaustion occasionally finds relief in sleep, it is a matter for sympathy rather than censure. In such cases meetings extending from 7.30 p.m. to 9.30 p.m. for three nights a week seem unduly long and unduly late."

Skilled labour.

On the other hand there is little doubt that employers of skilled labour are in many places manifesting increased interest in the working of the Continuation School System, and especially in the more advanced scientific and technical work of the Central Institutions; and that the Courses provided for apprentices and craft students are rising in value to the pupils and in the esteem of their employers. Sufficient proof of this will be found in the Reports of the Central Institutions which are printed as appendices, in the reference in H.M.I. Mr. F. W. Young's Report to the rising importance of the technical instruction given in the larger towns, and in the following quotation from H.M.I. Mr. Munro Fraser's Report on Renfrew and Argyll:—

> "During the year the Paisley School Board have communicated with representative firms as to the suitability of their Commercial Classes and the needs of their clerical staffs. The replies indicated approval of what was being done, emphasised the importance of English and Commercial Arithmetic as fundamental, suggested the addition of Commercial Geography, and approved of the Board's proposal to institute lectures in Mercantile Law." (Mr. Burdon, Sub-Inspector.)

H.M.I. Mr. G. Andrew has the following reference to the subject discussed:—

> "There is need for more active co-operation on the part of the large employers of labour. In some cases, it is true, firms give every encouragement to their apprentices to attend Evening Classes, but this practice is not yet sufficiently general. In some cases both Managers and teachers have approached the employers in this connection and much good has resulted."

Apathy in Rural Districts.

The apathy of Educational Authorities in the rural districts is another of the difficulties with which Continuation work has to contend. This subject received a good deal of attention in the Report of last year, and little need be said of it here except that in none of the Reports from districts where rural Continuation Schools are needed is there any evidence of a movement to reinstate them in their proper place in the educational system. On the contrary in Argyll there is a net decrease of nine centres; in the Dumfries district the amount of rural continuation work is "insignificant," and the centres all over are less in number by two than they were last year. In Ayrshire the Rural Continuation Classes are "poorly represented in the total amount of work."

A contrast: Urban and Rural Boards.

From H.M.I. Mr. Munro Fraser's Report I take two passages which place in a strong light the contrast between the attitude of urban and rural School Boards to Continuation Work:—

> "In Paisley and Greenock the provision for Continuation Classes is now fairly complete. In these large towns the organisation and management of the work has come to be regarded by the School Boards as an essential part of their regular obligations as Educational Authorities."
>
> "If there is not much apparent advance in the diffusion of useful knowledge, there is little or no retrogression. The cessation of a class often means no more than the departure of a teacher to another school. His successor may take a year to consider the advisability of starting a class. Rural School Boards rarely give a thought to the matter except on his initiative."

Until rural School Boards begin to realise that the provision of Continuation Classes is an essential part of their duty as

Educational Authorities there is little hope of the revival of the rural Evening Class, and the educational contrast between town and country in this, as in other respects, will be further accentuated to the great disadvantage of the latter.

Rural schools and the Agricultural Colleges—A proposal.

On the other hand, the proposal to enlist the services of the staff of the Agricultural College in the further training of teachers in subjects suitable for rural Supplementary Courses (*see* Report on Day Schools) may do much to strengthen the work in rural Continuation Classes, to render it more suitable to the needs of different localities, and possibly to induce a large number of School Boards to revive such work where it is at present dormant or extinct.

Working the Classes.

On the actual work of the various Divisions under the Continuation Class Code very full Reports have been received from the District Inspectors. These Reports are summarised below, but certain points of general importance may be dealt with in the first place.

Division I. Working of a new regulation.

One of the most interesting of these points arises from the regulation referred to last year, under which the work of Division I. is being assimilated to that of the Supplementary Courses in the Day School. This process, so far as the subjects of Schedule V. (English, etc.) are concerned, is a comparatively easy one, though even here there are difficulties in connection with home reading and the provision of Libraries, but the obstacles naturally become greater when the Course is taken from Schedule VI. also, and especially when anything in the nature of the Industrial course is attempted.

Argyll and Renfrew. H.M.I. Mr. Munro Fraser.

On this point H.M.I. Mr. Munro Fraser has the following remark:—

> "The Industrial course of the Day-School was in no school attempted with anything approaching completeness. Some practical Geometry and Mensuration were, however, proposed in most of the syllabuses, and taught in a fairly effective way. Mechanics, not to mention Woodwork, was avoided. The 'Keeping of Accounts' received a satisfactory share of attention. Yet, as Mr. George Murray says, 'Most of the boys in these classes are at trades, comparatively few at commercial work.'"

Glasgow. H.M.I. Dr. A. D. Thomson.

In Glasgow the School Board allowed boys to attend a Manual Instruction Class, and girls either a Cookery or a Needlework Class one evening per week free of charge, but this scheme, it would appear, has not met with the success it merited, for one of these Centres has been closed. Nor is the difficulty much less on the literary side of the work. Dr. A. D. Thomson's Report, for instance, has the following passage:—

> "It is difficult to make a comparison between the work done by even the best classes in Division I. and the work done by pupils in a Supplementary Course. The conditions are altogether different. In the first place the Continuation Class pupils have a short session and only a few hours instruction per week. Further, they are considerably handicapped by the want of good libraries. Most, if not all, centres possess a library of a sort, consisting mostly of works of fiction, travel, etc. These books are good enough so far as they go, and are frequently read at home by the pupils; but home reading is at the best sporadic and perfunctory. What is wanting is a set of books of reference and of useful information; and it is essential that these should be supplied if the Division I. Classes are to be raised to

a status even approximating that of Supplementary Courses. It is doubtful if much systematic home reading can reasonably be expected from Continuation Class pupils. But with records of work to accustom them to condense their ideas and express them clearly and concisely, and with good libraries to enable them to hunt up information for themselves instead of being dependent on the teacher, there is no reason why Division I. pupils should not in some respects compare favourably with those of Supplementary Courses." (Sub-Inspector Mr. D. MacLeod.)

A further Illustration.

In further illustration of this difficulty, and as home reading is a most essential part of the work if it is to follow Supplementary Course lines, I quote the following passage from H.M.I. Mr. Munro Fraser's Report:—

"Home reading was approached with evident reluctance in many cases. A fair amount, however, was done, and it was fairly well supervised, but too much must not be expected of the pupils. At the same time, no small amount of home reading is at present overtaken by pupils in Division I. without any prompting on the part of parent or teacher—some of it not of the best quality—and by wise direction the energy thus expended may be turned into profitable channels. What home reading is done is due wholly to the energy and devotion of the teachers. One hears of them, in order to meet the requirements in this respect, supplying books at their own expense. This is highly creditable to them, but scarcely so to the Boards in question. Books of reference or dictionaries are not often met with in a Continuation Class."

Lanarkshire. H.M.I. Mr. Lamb.

In reporting on some of the Lanarkshire Schools H.M.I. Mr. Lamb remarks that in a few cases where the idea of a Supplementary Course was well understood, the attempt to place the Division I. work on the same lines was successful, and in about half a dozen schools really excellent work up to the Supplementary Course standard was done. The progress made in English was the most important feature of the work, but the difficulty of obtaining the proper supply of books appears here also, and in only eleven of the twenty Division I. Classes seen by Sub-Inspector Mr. Shanks, was the work being done on the lines of a Supplementary Course. Mr. Shanks does not think that the attempt to assimilate the two courses will be successful until the pupils are better equipped on leaving the Day School.

Dumfries District. H.M.I. Mr. D. Thompson.

Govan and Dumbarton. Mr. McVie, Sub-Inspector.

These difficulties appear to have been less felt in the Dumfries District, where the work was very satisfactory, and in English, at least, followed the lines of a Supplementary Course, and in the Govan and Dumbarton District, where Sub-Inspector Mr. McVie recommends as an attraction to girls at this stage that practical work should be given in Cookery and Housewifery, where facilities for such instruction exist. This suggestion is also made by H.M.I. Mr. Lamb, and by H.M.I. Mr. D. Thompson. In Govan and Dumbarton some Boards have provided Libraries for their Continuation Classes, and the training in English is now, in consequence, much broader than formerly.

Lanarkshire. H.M.I. Mr. G. Andrew.

In the Report on Lanarkshire the whole matter is thus summed up by H.M.I. Mr. G. Andrew:—

"The putting of Division I. on the lines of a Supplementary Course is a step in the right direction, and one which materially improves the co-ordination between the Day and Evening Schools. There are, of course, probably always will be, cases in which work of an even more elementary character is needed, e.g., when the almost illiterate adult returns to make good his irretrievable loss, but these cases are, after all, comparatively few and are gradually becoming fewer, and the adoption of work on Supplementary lines has generally added a greater interest and fresher stimulus at this stage."

"Exempted" pupils.

It is in the Division I. Classes that the great majority of the pupils who are conditionally exempted from attendance at the Day School find a place. All who have to do with such pupils testify to the fact that their attendance, while it may be regular, is often of little value to them educationally, and it would appear that their influence on the discipline and work of the school is sometimes of an adverse kind. Where they are sufficiently numerous to justify the step, placing them under a special teacher might tend to improvement in both respects, and, (particularly in Ayrshire, where exemption is so prevalent) every possible means should be taken to make the condition on which exemption is granted educationally effective. I quote the following passages from Reports dealing with these points:—

"It is at this stage that one usually finds the 'exempted' pupil. The 'exempted' pupil rarely does much good. He attends, for he must, but this is about all that can be said in his favour. Those who grant exemptions from the Day School sometimes make a point of the fact that the pupil will have to attend a 'night school' till he is 14. In actual practice this condition really amounts to very little, for the difference between systematic work in a Day School and a bi-weekly appearance in an Evening Continuation Class is of the very greatest." (H.M.I. Mr. G. Andrew.)

"This is the most difficult class of pupil to handle. Their acquirements are often meagre. A few months of licence would appear to have caused as much deterioration in the attainments of these, at best, weak subjects as in their conduct and discipline. . . . The work must be trying to the teachers, and it is creditable to their power of control that matters are not worse. . . . In a few years it is probable that all (or nearly all) but exempted pupils will be able to enter Division II. Classes under the Merit Certificate or Higher Grade Qualification, and two conditions might be laid down with regard to exempting pupils:—

(1.) No pupil to be exempted until the Qualifying Examination has been passed.

(2.) No exempted pupil to be allowed to discontinue attendance at the Evening Continuation Class until he has the equivalent of the Day School Merit Certificate." (H.M.I. Mr. Lamb.)

"These classes are attended by pupils who have been exempted from attendance at the Day School. In the majority of cases such students are below the average in attainment and conduct. Where there are a large number of exemption students, the general conduct of the class suffers. It would be better if a separate teacher were provided for these classes." (Mr. J. Cuthbertson, Organising Secretary, Ayrshire County Committee.)

Classes for Women and Girls. H.M.I. Dr. A. D. Thomson.

Another question of importance is the position and curriculum of the classes for Women and Girls. In Dr. A. D. Thomson's Report the following passages occur:—

"It is a notorious fact and one much to be deplored, that girls are comparatively indifferent to the facilities for mental improvement afforded by Continuation Classes."

"Glasgow Headmasters have repeatedly tried to persuade Women and Girls, whose sole ambition is to be able to fashion a garment or trim a hat and so save the expense of going to a professional dressmaker or milliner to take a course based on English, but without much success. In the case of two or three schools, however, very satisfactory results have been achieved in this direction.—But unfortunately these schools are quite exceptional in this respect."

"The demand for Dressmaking Classes has been rapidly increasing. It is unnecessary to repeat that a subject like Dressmaking is of little or no educational value. The question whether attendance at Dressmaking and Millinery Classes should not be made conditional on attendance at an English, or at least a Cookery Class was discussed with some Headmasters, and the general opinion was that such a departure would sound the knell of the industrial classes. But even then the loss to the public would be trifling. And there is just the possibility that the more earnest and industrious of these women would accept the inevitable; and, once a beginning had been made with the suggested courses, there is little doubt that the good example would be followed by others. It is a noteworthy fact with regard to Dressmaking that only a very small proportion of women take a second session in the subject."

The Inspectors in the Lanarkshire District think that there should be some enquiry by experts into the educational value of the Women's Industrial Classes. Mr. G. Andrew says:—

A suggestion as to these Classes.

"We require to know from experts (1) whether Needlework, Millinery and Dressmaking, are φύσει subjects which admit of an elaboration and advancement in their treatment to justify courses of three or four years study, (2) whether the work at present being done in these courses is, either from the specialised knowledge of the teachers or from the progressive exercises of the students, fully deserving of such marked encouragement."

And Mr. Lamb:—

"A sort of an inquest of experts might be advisable to test and report on the educational value of the Classes."

From the Report on the Ayrshire Classes it appears that classes in Dressmaking and Millinery flourish, while Cookery and Laundry languish for lack of pupils, and in the Govan and Dumbarton District Sub-Inspector Mr. McVie points out that many of the pupils have no definite goal beyond their own immediate needs and that the Dressmaking Classes are still among the largest under Division II. Finally, from Mr. Munro Fraser's Report I take the following sentences on this subject:—

Women's Classes in Ayrshire and in Dumbartonshire.

"Needlework and Dressmaking are as usual attractive subjects. Millinery and Cookery are much less popular. During the session a good deal of attention has been given to putting Needlework on a more satisfactory basis. Too often such classes might be described as mere sewing meetings.

These quotations appear to indicate clearly:—

Conclusions as to these Classes.

(I.) That it is more difficult to interest girls in Continuation work on the literary or the intellectual side than in the practical work of certain classes.

(II.) That the practical work they are interested in is for purely personal purposes of use or adornment.

(III.) That there are serious doubts as to the educational value of the practical subjects most in favour, and that it is very desirable to have this matter cleared up by a special enquiry by experts.

The value of practical work in education is everywhere becoming more fully realised; its place and use in Supplementary Courses has been discussed in the Report on Day Schools; it has an important sphere in the Science and Art work of Higher Grade Schools, and in the similar work done in the Division III.

Practical work in Women's Classes.

Classes under the Continuation Class Code. In all of these members of the educational system, its place and influence have been the result of two factors, first, its educative value, that is, the mental training which follows and results from a properly conceived course of practical work, and second, the bearing of the skill actually acquired on the life work of the student—its utilitarian value.

In Supplementary Courses and in Continuation Class work the latter element may legitimately predominate, but in no case should the former be absent. The subject matter of Science, Art, and Technology, and the training of eye and hand in workshop practice are all of high educative significance and value, but, if we attempt to find such justification for Dressmaking and Millinery, it is difficult to discover that any element of mental training exists in their mechanical and imitative processes to a degree sufficient to justify their presence as isolated subjects in the Continuation School. They are of purely utilitarian value, and, as matters are at present, even this is not attained in its fullest measure by the many pupils who merely remain in the classes long enough to acquire the amount of practical skill which will enable them to avoid the employment of the professional worker.

A suggested course.

If these subjects are taken at all it should, in my opinion, be as part of a course of Domestic Occupations extending over more than one session, which should include English, Household Accounts, and Cookery, as well as one or other of the two subjects named. A similar plan is outlined in the District Report for Lanarkshire:—

> "Women's Classes are generally very numerous and well attended, the most popular being those in which the element of personal adornment most largely enters. Personally I think that public money is not well spent on this indiscriminate making of hats and blouses for summer wear, and that girls should only be allowed to take, say, one of these classes as part of a course, which would always include pretty vigorous schemes of Cookery, Laundry and Household Management. Hats and blouses are women's recreations, and these subjects do not deserve to be placed on a par with the more disciplinary and laborious departments of Housewifery. At any rate they should, when take alone, be relegated to Division IV."

Future developments.

The organisation of such courses for women and girls may be one of the future developments of the Continuation Class System. Another should certainly be the further organisation into definite courses of the commercial subjects, and their organic connection in the case of each with further instruction in English. Not until, in addition to this, the work of the rural Continuation Classes can be revived, systematised, and coordinated with the work of the College of Agriculture, can it truly be said of Continuation work in this Division that it has advanced much beyond what one Inspector calls its present "embryo stage."

A Summary for each District.

A brief summary is now given for each district of the topics remarked upon by the various inspectors, and not already dealt with. Miss Crawford's Report on Cookery and Laundry Work is printed as an appendix.

Glasgow District, No. 7. (Dr. A. D. Thomson.)

Staff. There is no material change to record since last Report, but on the question of staffing H.M.I. Dr. A. D. Thomson again commends to the earnest attention of Managers the suggestion made in last year's Report that the teachers, and especially the Headmasters of the Evening Schools should be relieved of some part of their duty in the Day School.

Division I. The Adult Classes are well attended, and much interest is shown by the Authorities in the Police Classes. The steady decline in the numbers attending Division I. Classes, a decline which is due to causes already alluded to, still continues. The quality of the work, however, shows steady progress. This fact, as will be seen below, is also noticed in connection with the Govan and Dumbarton Classes.

Division II. In Division II. there is an increase in the number of pupils taking English, but the demand for this subject comes almost entirely from men. It is, however, occasionally possible to interest girls also in this part of the work.

Single subjects are not so often taken as they formerly were, *except Dressmaking and Millinery;* in other departments of study the majority of pupils taking one subject have in previous years gone through a course of two or more allied subjects. It is often difficult, however, to persuade pupils to take a group of subjects and " Courses " in the technical sense are non-existent. Most pupils, however, take at least two, and many, three subjects, usually related subjects.

Figures are given to show the increasing demand* for classes in Dressmaking. This year (1906-7) the number enrolled is 1,722, last year (1905-6) it was 1,492, but in Cookery there is only an increase of 65 on last year's enrolment of 590, while Laundry work is altogether extinct.

Divisions III. and IV. The very satisfactory work done in Languages in Division III. is again, as in former years, noted with approval.

Classes under Division IV. are not numerous, and they are frequently adjuncts to other studies.

Attendance. The attendance at the Continuation Classes fluctuates, and is often irregular after Christmas, when many cease to attend. The efforts of the Teaching Staff to obtain regularity are most commendable, and, as a whole, the methods, discipline, and results of the classes merit high praise.

Lanarkshire District, No. 8. (Mr. G. Andrew.)

Statistics. Types of Continuation work. There are 98 Centres for Continuation work in this District. These are of three types, (*a*) Village Classes, (*b*) Division II. Classes for Boys and Domestic Classes for Girls, and (*c*) Technical Schools. Taken as a whole Continuation work in this District is still in embryo. The weak points in the system. The weak points in the system are, (1) the relatively small enrolment, (2) the classes are held too exclusively in the evening, (3) the instruction is too often in the hands of teachers tired by their Day School Work, (4) there is a lack of co-ordination between the different parts of the system. There should be more differentiation of function (*a*) between the District Technical Schools and the Central Institution (Glasgow Technical College), (*b*) between the District Technical Schools and the Division II. Classes in their neighbourhood, (*c*) among the Division II. Classes themselves, where "less separation, less rivalry, and more of the 'ladder' principle are desirable."

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* The latest returns for the new Session (1907-8), however, show a diminished enrolment in this subject.

Divisions I. and II.

The Division I. Classes are largely necessary for the many pupils who still leave the Day School without having completed the Curriculum. The "exempted" pupil will always provide a supply of material for these classes, although the exchange he makes of Day School for Evening School is seldom to his educational benefit. Far too many pupils take Division I. Classes more than once. The increased freedom of classification now allowed has proved beneficial at this stage. In Division II. the general quality of the work is much better than in Division I., and, as the pupils have more definite aims, they show much greater zeal and industry. Industrial work might be more fully developed, but Woodwork has been taught with success, for example, in Greenfield Public School.

Division III.

In Division III. the Science Classes are the most important, and the best organised. It is comparatively easy to map out courses here; in commercial subjects it is not so, and a problem emerges which is another phase of the conflict between immediate needs and real educational requirements, and this again leads back to the question of the relationship between specialised and general education. The problem must in practice be solved by a compromise. On the analogy of the work in Secondary Schools there should be general education up to a certain stage, and specialised studies should be allowed after that point has been reached.

Division IV.

There are few Division IV. Classes. The suggestion is made that Physical Exercises might, to a certain extent, be made compulsory in Continuation Classes.

H.M.I. Mr. Lamb.

Many of the points dealt with by Mr. Lamb have already been noticed. In 23 schools he found 81 pupils who were taking Division I. Classes a second time. Most of these pupils were "exempts," and the difficulty of handling this class of pupil, and their tendency to injure the discipline of a school, have been already alluded to.

Division II

Under Division II. the steady and zealous work of the pupils is very noticeable. The question of the proper teaching of "Art Needlework" is discussed. By many teachers the requirement that Drawing and Design should form part of the class work was thought to be too exacting, but when the attempt was made surprising success was attained.

In 10 classes out of 23, English was part of the work under Division II. French was taken in three classes, and the interesting fact is mentioned that one reason for the study of this language was the wish on the part of the students to represent their fellow-workmen at an International Congress.

Dressmaking was taken in 17 out of these 23 classes.

Sub-Inspector Mr. Shanks gives interesting statistics concerning the 23 centres visited by him. Of 1,425 pupils enrolled in Division I., 452 were attending for a second time in this Division. In three classes attendance was very satisfactory, in four satisfactory, in one fairly satisfactory, in the remaining 15 it was either irregular or dwindled considerably in the course of the session.

Mr. Shanks Sub-Inspector.

Ayrshire District, No. 9. (Mr. Lobban.)

Classes were held at 55 centres, and the Division I. work shows no sign of diminution, but is more and more recruited by "exempts" (see section on Exemption in Day School Report). Book-keeping and Shorthand are popular subjects in Division II. These subjects are useful when the instruction is systematic and continuous, but it seldom is so. Few pupils from the large Elementary Classes return for a second year.

A general summary.

Dumfries District, No. 10. (Mr. D. Thompson.)

There were six centres in Dumfriesshire, and eight centres in each of the other two counties in the district. A defect of many Continuation schemes is that there is no provision for domestic work for girls. Nowhere except in the town of Dumfries is Cookery taught in that county under the Continuation Class Code. There is one centre in Wigtown, and three in Kirkcudbright. This neglect is remarkable, as in many cases the teachers and the equipment for this subject are already provided. English slowly gains in favour in the Division II. Classes. It is very competently taught at eight centres. The Division III. Classes at Dumfries Academy have, as in former years, been very successfully taught.

A defect in Continuation Class Schools.

Govan and Dumbarton District, No. 11. (Mr. R. Harvey.)

The number of centres here is exactly the same as in former years, and the work is carried on in the same lines as heretofore. The number of girls attending Division I. Classes is disappointingly small. Some of the reasons for this are given, particularly the later hours of employment of girls as compared with boys, and the fact that the former are often employed at home in the evening. The attainments of Division I. pupils appear to be steadily advancing, and improved results are noted both in English and in Arithmetic. The work in Divisions II. and III. in commercial subjects has been carefully co-ordinated, but courses in commercial subjects are apparently not followed out to completion because the "pupils have no definite goal beyond their own immediate needs." The Classes in Division IV. were few in number.

Improved results in Division I.

Co-ordination of work.

Renfrew and Argyll District, No. 12. (Mr. D. Munro Fraser.)

In Division I. work, the least progressive subject appears to be Arithmetic, and this is attributed partly to the presence of many exempted pupils, and partly to the use of unsuitable methods of teaching. The other points in connection with this Division have already been dealt with. In Division II. English generally occupies a good position in relation to the other subjects. Book-keeping is usually a strong subject in this Division, and in some centres Wood Carving and Woodwork have been successfully

Division I.

Division II.

Few Classes in Navigation.

taught. There have only been three Navigation Classes in this district this year. It is remarkable that so obviously suitable a subject for such places as Oban, Dunoon, Campbeltown and Port Ellen should be entirely neglected there. French and German were taught by the "direct" method at one or two town centres, and classes in Gaelic were carried on at Oban, Dunoon, Ardrishaig and Paisley.

A Commercial Course—Paisley.

There is now a Commercial Course at Paisley under Division III., and under Division IV. there have been successful classes in Physical Drill and Ambulance Work at various centres.

Defects in organisation.

In some cases the organisation of the centre is found to be defective. Where, for example, the headmastership is given in turn annually to the male members of the day staff no one profits by accumulated experience or is made responsible for the better organisation of the classes, and their adaptation to the needs of the locality. In another instance there were two Headmasters and one Head-mistress, and consequently no one was made responsible for taking a conjoint view of the whole work. This happened in Port Glasgow, where also, in a Division I. class one teacher took the "English" while another took the "poetry."

CONTINUATION CLASSES.

Science, Art and Technological Classes.

Mr. F. W. Young, H.M.I.

Progress of the classes. The "Course System."

The good progress which was reported last year in the work of classes in technical subject has, during the past session, been very well maintained. Whether we view the advance made from the standpoint of organisation, attendance, or quality of work done, there is good reason for satisfaction. In the Western Division we have now fairly settled down to work under the more recently accepted conditions of the "Course System," and more intimate relations between Continuation Classes and Central Institutions than has been the case heretofore.

Statistics.

During the past Session, Division III. classes have been carried on at 50 centres in the West:—

Ayr.	Dumbarton	Dumfries.	Renfrew.	Lanark.		
				County.	Glasgow.	Govan.
8	2	2	9	9	13	7

In these centres the Science and Art work has been systematized with a view to the completion of well regulated courses of instruction, either within the school itself, or, if in the neighbourhood of Glasgow, at the Central Institutions.

Co-ordination of Classes.

The work in Engineering and Building Construction in the Continuation Classes under the School Boards of Glasgow, Govan, Maryhill, Shettleston, Cathcart, Eastwood and Neilston, and the Young Men's Christian Associations of Glasgow and Govan, is in this way now linked up with the Glasgow Technical College, while the instruction in Drawing is, in several cases, similarly related to the School of Art. The members of the Science and Art inspecting staff have been privileged in being closely associated with Mr. Galbraith, the Organiser of Technical Studies in Glasgow and neighbourhood, and with Mr. Vaughan, the Superintendent of Drawing under the Glasgow School Board, in the inspection of Continuation Classes, and in assessing the work of students with a view to granting certificates of attendance and proficiency, qualifying them for admission to the more advanced classes of the Central Institutions.

Organisation of Studies.

The following statement will serve to show the results obtained for the past session compared with those of 1905–06 :—

Subject.	Total Number of Students at beginning of Session.		Number Presented.		Number Passed.		Ratio of Number passed to Total Number at beginning of Session.	
	2nd and 3rd year.	2nd year.						
	1905–6.	1906–7.	1905–6.	1906–7.	1905–6.	1906–7.	1905–6.	1906–7.
Engineering Drawing	395	485	94	189	61	144	15°/o	30%
Building Construction	143	158	58	90	29	62	20%	40%
Mathematics	295	206	117	110	108	110	37%	53%
Drawing	—	64	—	—	—	30	—	47%

Report to the Joint Committee, Mr. Galbraith.

An exhaustive and informing Report on the technical studies in Continuation Classes in his charge has been prepared by Mr. Galbraith for the Joint Committee. From this Report the following extracts have been taken as conveying a trustworthy estimate of the work :—

1. Preparatory classes in Technical Arithmetic, Geometry, Algebra, and Practical Measurements :—

"These classes have proved an unqualified success, and should do much in the future to make Mathematics a useful and popular subject of study

with the various types of students attending Continuation Schools, and more especially with Engineering and Building students, for whom they were primarily established.

Students who would have been handicapped in Course I. through insufficient education, were drafted into these Classes, and, whereas in the former they would probably have lost heart and left before the end of the Session, in the latter they did good work and remained on to the end. The steady attendance on these classes has been most marked, and tends to prove that, if Mathematics is treated in a thoroughly practical manner, sufficient care being taken to show by practical experimental work that certain of the more important statements can be verified by the student himself, an added interest and appreciation of the subject is attained."

2. Mathematics.

"The extra hour per week now devoted to this subject has resulted in a marked improvement in the quality of the work done, and has enabled the teachers to overtake the work laid down in the Syllabus in a more thorough manner than heretofore. The weeding out of unsatisfactory students from the first-year classes into the Preparatory Classes has tended to secure, in the former, students with more uniform attainments."

3. Engineering Drawing.

"Compared with last year, the work of this year is decidedly better, and it is gratifying to note that the improvement is not confined to the schools of any particular Board, but is general. Students are now being trained in a knowledge of the underlying principles of projection. In this respect, the intelligent use of paper models, especially when dealing with solid figures, has taught students to appreciate the importance of these principles in their relation to the successful production of ordinary workshop drawings. In a few cases, where the teachers had not appreciated the value of this training in ground work, the quality of the work sent forward was somewhat poor. The mere copying of sketches supplied by teachers does not give the student a grip of what he is doing ; indeed, it often happens that he quite fails to understand his own drawing made on these lines.

The equipping of all the classes with a supply of Engineering material has made copy work quite unnecessary, and has stimulated the interest of the students in a remarkable degree.

Very good freehand dimensioned sketches have been made from this material, and, from these sketches, in many cases, excellent working drawings have been made. The result, as a whole, has been that the sketching work has improved, and shows a greater knowledge of detail. The drawings are more workmanlike, with the views properly projected from one another ; care has been shown in dimensioning, as on workshop drawings ; the marking is stricter, with corrections more carefully noted ; and evidence of ability to handle a practical problem in Geometry is shown."

4. Building Construction.

"A general improvement in the work was noted, though there is still a tendency to give too much time and attention in class to inking-in and colouring the various plates as they are shown in text-books. This considerably limits the ground covered during the session.

In some cases the lecture notes were full and covered the Syllabus thoroughly, while in others they were meagre, and left the student more or less dependent on plate-copying for a knowledge of the various details.

A start has now been made in training students in the underlying principles of projection, and the results are, on the whole, satisfactory, though a great improvement may reasonably be looked for."

As the result of experience, some few modifications have been made in the schemes of study to be followed out within the Technical College. The Courses as they now stand are as shown below :—

CHART SHOWING COURSES OF STUDY.

CONTINUATION CLASSES.

ENGINEERING COURSE.		BUILDING COURSE.	
Preparatory Course	Arithmetic. Measurements. Physical Laboratory.	Arithmetic. Measurements. Physical Laboratory.	**Preparatory Course**
Course I.	Engineering Drawing. Mathematics.	Building Construction. Mathematics.	**Course I.**
Course II.	Engineering Drawing. Mathematics.	Building Construction. Mathematics.	**Course II.**

TECHNICAL COLLEGE.

Year.	Mechanical Engineering.	Electrical Engineering.	Civil Engineering.	Mining Engineering.	Naval Architecture.	Building Construction.	Year.
1st	Mathematics I. Mechanics I. Mechanics Laboratory	Mathematics I. Mechanics I. Mechanics Laboratory	Mathematics I. Mechanics I. Mechanics Laboratory	Mathematics I. Mechanics I. Mechanics Laboratory	Mathematics I. Mechanics I. Mechanics Laboratory	Mathematics I. Build. Construction I.	1st
2nd	Eng. Drawing I.A. Motive Power Eng. I. Properties of Matter and Heat I.	Eng. Drawing I.A. Motive Power Eng. I. Properties of Matter and Heat I.	Eng Drawing I.A. Motive Power Eng. I. Properties of Matter and Heat I.	Geology I. Properties of Matter and Heat I. Drawing (Eng. & Geol.)	Naval Architecture I. Eng. Drawing I.A. Properties of Matter and Heat I.	Build. Construction II. Mechanics I. Mechanics Laboratory	2nd
3rd	Eng. Drawing II. Electl. Eng., with Lab. or Magnetism and Electricity I.	Eng. Drawing II. Electl. Eng., with Lab or Magnetism and Electricity I.	Mathematics II. Mechanics II. Mechanics Laboratory	Geology II. Mathematics II. Electl. Eng. I., with Lab. General Mining.	Naval Arch. Drawing I. Motive Power Eng. I. Electl. Eng. I., with Lab. or Magnetism and Electricity I.	Build. Construction III Geom. & Elem. Graphics Masonry I. or Carpt'y & Join'y I. or Brickwork. or Quan'ty Surv'ng. or Plumbing II.	3rd
	Junior Certificate.	*Junior Certificate.*	*Junior Certificate.*	*Junior Certificate.*	*Junior Certificate.*	*Junior Certificate.*	
4th	Mathematics II. Mechanics II. Mechanics Laboratory Graphics.	Mathematics II. Mechanics II Mechanics Laboratory Graphics.	Mechs. of Structures. Structural Drawing. Surveying I.	Coal Mining A. Mining Engineering. Motive Power Eng. I.	Mathematics II. Mechanics II. Mechanics Laboratory Graphics.	Build. Construct'n IV. Mechanics II. Sanitary Engineer'g I.	4th
5th	Motive Power Eng. II. Motive Power Eng. Lab. Electrical Eng. II. General Design.	Electrical Eng. II. Electrical Eng. Lab. Motive Power Eng. II. General Design.	Surveying II. Sanitary Eng. II. Civil Eng. Drawing. Railways and Roads. Harbours and Docks. Foundt's & Materials.	Coal Mining B. Mineralogy Laborat'y. Chemistry. Electrical Eng. II.	Naval Arch. II. Naval Arch. Draw'g II. Electrical Eng. II. General Design.	Build. Construct'n V. Geometry II. Properties of Matter and Heat I.	5th
	Senior Certificate.	*Senior Certificate.*	*Senior Certificate.*	*Senior Certificate.*	*Senior Certificate.*	*Senior Certificate.*	

Evening Technical Schools.

Mention must also be made here of the good and useful work that is being done in the Evening Technical Schools at busy industrial centres, such as Paisley, Greenock, Kilmarnock, Hamilton, Coatbridge, Motherwell, and Wishaw. These schools are rising into importance and are becoming in their own districts well recognised centres of technical study of something more than a merely elementary character. In organisation and discipline, in the number in attendance, in volume and quality of work done, they are certainly worthy of praise and encouragement. Paisley Technical School is, however, the only one among them, of which it can be said with any degree of truth, that the accommodation and equipment at present leave nothing to be desired.

Kilmarnock has recently realised its deficiencies in this respect, and is proceeding at once to the erection of a large school in which adequate provision will be made to meet the growing requirements of industrial education. In so doing Kilmarnock has set an excellent example to other centres.

Science classes in Lanark, Renfrew, and Dumbarton.

Junior Inspector Mr. A. Lang reports of the Continuation Classes in Lanark, Renfrew, and Dumbartonshire—

"The instruction in Scientific and Technical Subjects shows a further tendency to take a more practical form, and this without any appreciable loss to the mental training that such subjects afford. The correlation of kindred studies shows considerable advance upon that of last session, and excellent courses of instruction are now provided, while it is becoming more and more common to find it the exception rather than the rule that a student takes isolated subjects, a feature in a great measure due to the energy and forethought brought to bear upon his duties by the Headmaster.

"Some difficulty, however, has been encountered in this work by the inequality of the mathematical attainments of the students, some of whom have passed in Mathematics at the Leaving Certificate Examination, while the attainments of others reach the level of study indicated by the work done in a Supplementary Course, and a third section have had no mathematical training. Under the larger School Boards in the counties this difficulty has been to some extent overcome by the institution of preparatory mathematical courses at other centres than the Technical Schools, with the intention of providing students with a mathematical training of sufficient range to enable them to follow in its entirety and without undue strain the first year of a special course at one of the centres."

Organisation of the work in Ayrshire.

In Ayrshire a satisfactory feature of good work generally during the past session has been a further interesting development of the scheme for the organisation of Mining and Engineering Classes throughout the county by the Technical Education Committee of the County Council. Preparatory Classes in (*a*) English, (*b*) Arithmetic and Mensuration and (*c*) Freehand and Mechanical Drawing have been instituted in a number of Districts leading to studies in the earlier stages of the special work in Mining and Engineering. These Elementary Classes are in turn definitely related to classes in the larger centres, as at Ayr and Kilmarnock, where more advanced work in the subjects may be followed out. During the current session an extension of the arrangement here indicated has taken place.

CENTRAL INSTITUTIONS.

(ARTICLE 87.)

The Reports annually submitted by the Governors of the four Central Institutions in the Division are printed as Appendices to this Report.

The Technical College.

The extension of the Technical College Buildings in accordance with the original plan is now proceeding rapidly, and part of the extended accommodation will, in a short time, be in use for college purposes.

Enrolment.

The enrolment of students continues to show a steady advance and it is this year greater than in any previous session, having risen from 4,307 in 1905-6 to 5,056 in 1906-7.

H.M.I. Mr. Young refers to the excellent work done under the Joint Committee in connection with the co-ordination of the Continuation Classes with the work of the Central Institution by Mr. Galbraith, the Organiser appointed by this Committee.

Successful Co-ordination.

The extent to which this co-ordination of studies has been successful is indicated by the fact that during last session 317 students from Division III Continuation Classes under the authorities represented on the Joint Committee satisfied the requirements of the Committee as to their attainments, and were accordingly exempted from the College Preliminary Examination for Evening Students. Of these Students no fewer than 255, or 80 per cent., have actually been enrolled as students of the Technical College for the current session.

The School of Art.

There is abundant evidence of the continued prosperity of the School of Art. Its growing influence on the various industries in which Art is an essential factor, the successful co-ordination of its work with that of the Technical College, and the Glasgow School of Weaving, and the very valuable work it is doing in the training of teachers of Drawing, for all grades of schools, are some of its most useful activities.

The Athenæum Commercial College.

During the year there have been renewed efforts to bring the work of the Athenæum Commercial College into the proper relation in which it should stand to the Continuation Classes under the various neighbouring School Boards. Unfortunately, although the special committee appointed to this end have had several meetings, there appears to be little prospect at present of a successful issue of their endeavours.

Commercial Course Students.

The number of students who take the organised commercial course is still very small, although there has this year been a slight increase, and there is little change in the number of individual enrolments, which for last session was 1,274.

The Agricultural College.

Reference has already been made to an anticipated important development of the work of the West of Scotland Agricultural College in connection with Rural Continuation Classes and Supplementary Courses. This movement, foreshadowed in the General Report of last year will soon take definite shape, and the result cannot fail to be beneficial to the further education of the rural districts.

I cannot close this Report without expressing my great indebtedness to my colleague Mr. J. H. Murray, for the help he has afforded me in the preparation of it.

I have the honour to be,
My Lords,
Your Lordships' obedient Servant,
A. R. Andrew.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX I.

Report on Cookery and Laundry Work (Miss Crawford).

Cookery.

"There is nothing new to report in the work of this Division during the past year. One or more classes in each district received a visit, and the work, though generally satisfactory, was of a varied nature. Where plain useful cookery was taught, the pupils seemed to appreciate the lessons, and a good attendance was maintained. Where cookery of an expensive and high-class nature was attempted, invariably the attendance gradually decreased and less enthusiasm and interest were apparent. The reason for this may be stated in a few words. For what is termed 'high-class' cookery special utensils and expensive food materials are necessary, also much preparation and individual teaching. With a class of 6 pupils this individual attention might be possible, but when the numbers exceed 18 or 20, class teaching must be adopted, and the work adapted to such management. The cost of the dishes also, often of very little food value, becomes more than was anticipated, and many pupils withdraw from the class.

"Fewer demonstrations and more practical lessons should be given in many of the classes. The usual method has been to give these lessons alternately. A better plan is to make each lesson of the nature of demonstration and practice, and although at each meeting of the class fewer dishes might be produced, more actual good would be derived from the lesson.

"The afternoon Classes for Women continued by the Glasgow Board were again largely taken advantage of, and it is noted with satisfaction that many of the pupils attend for several years in succession. Large quantities of food are cooked, each pupil purchasing her own product. Useful and economical cookery only is practised, and every encouragement and help given for the production of it in the homes. The women are loud in their appreciation of the classes, to many of whom they have proved of much financial value.

"The Cookery and Housewifery Classes carried on at Kilmacolm Orphan Homes of Scotland deserve special notice. Although the premises are not all that could be desired, the training given to the girls in these subjects is in every respect commendable. Competent teachers are employed, and no effort is spared by them to make the lessons of the greatest possible benefit to these girls, many of whom adopt the domestic career in this or other countries at an early age.

Laundry Work.

"This subject seems to be confined to certain districts of the Division. In Rural Districts the want of accommodation and apparatus prevents its introduction, and in larger centres where no special laundry class room exists it is not attempted. The most successful class visited was that of Campbeltown, where an almost perfect attendance was maintained and excellent work accomplished."

GENERAL REPORT *for the year* 1907 *by* G. DUNN, ESQ., M.A., LL.D., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* NORTHERN AND HIGHLAND DIVISIONS OF SCOTLAND.

MY LORDS,

I have the honour to submit a report on the Continuation Classes in the Northern and Highland Divisions of Scotland for the session 1906–1907.

I have not yet had an opportunity of making myself personally acquainted with any of the Continuation Schools in these divisions, and I am therefore indebted to my colleagues for the information contained in this report; but as one who during recent years has had direct and extensive experience of this department of School work perhaps I may be allowed to offer some preliminary observations of a general character.

(1) THE USE OF CONTINUATION CLASSES BY "EXEMPTED" SCHOLARS.

It would appear from all the information available that attendance at Continuation Classes by children exempted from attendance at the day school is in several respects unsatisfactory. In the first place the attendance of these children is very generally irregular. For this there are probably several contributory causes. As is implied by the very fact of their exemption they come from homes where owing to extreme poverty or less excusable circumstances little conviction of the importance of education can be expected to exist; emancipation from the moral and disciplinary restraints of the day school has an unsettling effect most unfavourable to steady attendance at the evening school; the influence of their associates in their daily occupations is not unfrequently detrimental; the fatigue and mental distraction induced by these occupations are inimical to concentration of effort either physical or intellectual; and a craving for recreation, often of an aimless or even unruly character, asserts itself as a kind of compensation for their daily toil. Two alternative remedies obviously suggest themselves: School Boards should either be increasingly chary of granting exemptions, or should withdraw that exemption unless the condition of regular attendance is honourably fulfilled. The daily employment of these children is often casual; and unless stringent regulations are enforced there is a danger of their drifting into the class of the unemployed, into "hooliganism," or even into criminal pursuits.

Another obligation rests upon School Boards. It is manifestly unreasonable, and indeed absurd, to couple attendance at a Continuation School along with exemption unless such a school is of fairly easy accessibility. This is a point of considerable importance in the more rural districts. It is not reasonable to expect children fatigued by their daily occupations to go any considerable distance to an evening school, nor, when in such cases the intellect shares in the bodilv fatigue, is instruction likely to be beneficial.

(2) THE ALTERNATIVE QUALIFICATIONS FOR DIVISION II.

Apart from attendance at a Higher Grade or Secondary School, there are two alternative qualifications: attendance for a given period at a Division I. Class, or the possession of the Merit Certificate. The former of these two alternatives does not really imply Continuation Class work at all; it is practically a replica of school work which has been largely forgotten or imperfectly assimilated. The question of "over-age" children in the day school thus once more emerges; and the function of the Continuation School will never satisfactorily relate itself to that of the day school till the acquisition of the Merit Certificate is regarded as the normal completion of the day school curriculum. It seems impossible to avoid one or other of two conclusions: either the requirements for admission to a Supplementary Course are pitched too high, or a sufficiently strenuous endeavour is not made to secure admission to this Course at a sufficiently early age. The former supposition cannot reasonably be entertained in view of the fact that the requirements represent little more than those of the old Standard V., which was passed by large numbers of children at the age of eleven under the stimulus of the prospect of exemption from further school attendance. As regards the second supposition we may fairly conclude that the delay in the presentation of pupils for the qualifying examination is largely due to the still prevalent practice of retaining a child for an entire year in each class, so that when children are late in entering school their automatic progression from class to class carries them considerably beyond twelve years of age before they complete the prescribed period of attendance in the highest class of the senior division. Manifestly, when such children's attendance in a Supplementary Class is to be measured rather by a number of months than by an approximation to a biennial period, they are not likely to take much interest in Supplementary instruction, and the teachers, knowing that they will leave at the age of fourteen or very shortly after that date, are apt to impart this instruction with a benumbing sense of its unreality and perfunctory character.

If, as is sometimes asserted, the Merit Certificate has to a large extent lost its importance and value under recent conditions, it is all the more necessary for teachers to do their best to rehabilitate it; and if children were encouraged and even expected to aim at the possession of the Merit Certificate before leaving school, then the Continuation School would really justify its name; the number of pupils in Division I. would steadily decrease, and would consist mainly of "exempted" children.

On this subject my colleague Mr. Philip has some valuable information and suggestions to offer as the fruit of his experience; and as the facts he adduces probably do not differ widely from those current elsewhere, I subjoin his remarks as worthy of very careful consideration by all concerned, inspectors no less than teachers and parents. Speaking of his own district he says:—

> "In this District, as apparently in others, there is a disappointingly small number of pupils who earn, or who gain, the Merit Certificate. From the 191 schools where Supplementary Course work was done, I have received during the current year 1907 (which so far as Merit Certificates are concerned ought to be already closed) claims at one or other of the fixed dates from only 82, *i.e.*, about 43 per cent. No doubt all the claims have not yet come to hand, as School Board clerks and teachers have not yet, apparently, learned the machinery of Form 62 (*b*), although the procedure is clearly explained on the front page of the Form. But even allowing for a few cases that are overdue, there still remains a lamentable deficiency under this head. It is true that one of the conditions under the Code of 1906 was rather stringent and certainly prevented pupils from getting the Certificate who had deserved it; but the relaxation under the 1907 Code has been welcomed by everyone and will, no doubt, operate favourably in the right direction. I hear occasionally that the Merit Certificate is not valued as it used to be under the old conditions. If this is so, it is a reflection on the local management and the teachers. If the inspector could make the old Merit Certificate a thing of value, this ought to stimulate to emulation those who have now got this admirable weapon in their hands. The Merit Certificate should be held before every pupil who is to leave school at fourteen as an incentive to diligence, good work, and the development of all the moral, mental, and physical virtues, and should be regarded by him as stamping the satisfactory completion of his school life."

(3) THE CHARACTER AND METHODS OF THE NON-SPECIALISED INSTRUCTION.

The specialised instruction invites few general remarks. It is adapted for particular purposes and sought with particular aims, and as a rule it is very satisfactory. The pupils come to learn and are therefore thoroughly amenable to discipline; for the same reason they are attentive, earnest and usually regular in their attendance. The condition of matters is somewhat different as regards the other subjects. The teaching shows a strongly marked tendency to assume the day school mould and to conform to day school methods. The pupils naturally object to be regarded as children of a larger growth and dislike the "double toil and trouble" imposed upon them. An effort therefore should be made to render the English subjects more attractive and less formal. This, however, practically means that the teacher's *rôle* should be more active and that the materials and methods should be re-cast to suit the altered circumstances of the situation. But this is to transfer much of the burden from the pupils to the teacher; and after a hard day's work in school his mental vivacity and resources must be considerably diminished. Possibly the remedy may ultimately be found in a closer co-ordination of the day school and the Continuation School, with a corresponding adjustment of the teacher's relation to each.

(4) THE RANGE OF UTILITY OF THE CONTINUATION SCHOOL.

If we exclude on the one hand the "exempted" children, and on the other those who attend Continuation Classes for the purpose of acquiring special qualifications, we find a considerable number of pupils remaining who attend these classes from a meritorious desire to make good their educational shortcomings, and who have therefore claims upon the earnest consideration of both managers and teachers. The aspirations of such pupils towards self-improvement should be rewarded by forms and methods of instruction which will effect the conscious realisation of these meritorious aims. Unfortunately there is a large residuum of young people in their teens who have no such aspirations and for whom the Continuation School offers no attraction. A few of them may join a Continuation Class at the beginning of the session owing to the influence of companionship, or as a relief to the very monotony of idleness, but their erratic impulses soon assert themselves, they become unruly and insubordinate and make themselves impossible. They revert to the class of embryo "hooligans" who roam about at night, ripe for mischief. Most of us who visit Continuation Schools in mining or industrial centres have observed that our arrival at the school is the signal for the mustering of a gang of young lads who eagerly seize the opportunity of making noisy demonstrations and who are with difficulty deterred from interrupting the work of the Continuation School by their shouting and ill-mannered curiosity. This is the class who have most need of instruction at such a school, but who are little likely to attend it unless compulsion is applied. How far and under what conditions compulsion is applicable is, however, a question for the legislator.

(5) THE NEW REGULATIONS FOR DIVISION I.

The assimilation of the requirements for Division I. to the Supplementary Course marks a very important step in advance. The essential point which it suggests is the necessity for including in the Supplementary Course those practical elements of instruction which could be profitably utilised in the work of the Continuation Class.

The precise form of this practical work will of course be conditioned by its possibility during the dark evenings of winter; but one can conceive a large amount of Drawing and Arithmetic being made to centre round such a subject as Woodwork. Conversely, in agricultural centres, theoretic explanation of the principles of plant-growth and agricultural operations in general would throw light upon the practical work in which the pupils are engaged during the day. Detailed discussion is unnecessary: the essential point is to determinate the extent to which, and the method by which, practical work of any kind may be made conducive to the development and exercise of the intelligence. That such a rational *nexus* does exist is certain, and the fact widens the Continuation School's potentiality of usefulness.

I now beg to submit some particulars of Continuation School work in the several districts of the Northern and Highland Divisions.

The Highland Division.

H.M. Chief Inspector Mr. Robertson reports as follows:—

"For some years back there has been a steady decrease in the number of Continuation Classes in this Division, and there appears to be no immediate prospect of an increase. Only at three centres outwith the Burgh of Inverness were Classes conducted during the past year. These were taught under Division I. or under the more literary part of Division II.

"In Inverness, however, the Continuation Classes are growing in popularity, and this session there is a very substantial increase in the enrolment. The Classes are conducted at three centres, two of which are under the management of the Burgh School Board and the third under the Public Library Committee. To avoid overlapping, joint schemes have recently been drafted, and the courses of instruction have been so organised as to ensure systematic and continuous study of allied groups of subjects for a number of years.

"An interesting feature of these Classes, and one which promises further development, is the presence of young soldiers from the Cameron Depôt. The various managers and teachers cordially welcome the enterprise of the War Office in this matter."

Mr. McKechnie's District.

Mr. McKechnie has supplied me with a fully detailed report on Continuation Classes in his district, of which the following *précis* may be given:—

(1) As regards West Ross (seven parishes) he states that there are no Continuation Classes there, nor any prospect of such; and this although the cumulative attendance at the day schools is 1,555. He not obscurely indicates that the School Boards are not realising their responsibilities in this matter. He points out that the laboratories at Ullapool and Plockton Higher Grade Schools could be used for teaching Continuation Class subjects likely to attract young men in the evenings.

(2) *Nairn.*—This county is doing well with its three centres. At Cawdor, in addition to the elementary subjects, some interesting work in Science has been done. At Nairn Church Street 100 pupils have been in attendance, and the scheme of instruction embraced Commercial Arithmetic and Geography, Book-keeping and Dressmaking. Quite a large number of young men came considerable distances to this centre. He makes three suggestions with a view to the completion of the system: (*a*) The establishment in Nairn of a well-equipped Technical School, which would form a centre on the one hand for the Domestic subjects and on the other for Science and Manual work. The Science equipment at Nairn Academy and specific accommodation at the new school which is to be erected would to a large extent realise this aim. (*b*) It is desirable that a centre should be established in the parish of Ardclach, which is too far from Nairn. (*c*) It is worthy of consideration whether a centre should not be established at Auldearn.

(3) *Elgin.*—There are nine centres in the county of Elgin. The two natural centres are Elgin and Forres. In Forres the Continuation Class work is satisfactory; in addition to a good Division I. Course there is a Division II. Course comprising Mathematics, Latin, French, Shorthand, Dressmaking, and various Science subjects. Mr. McKechnie regrets the absence of Domestic subjects. In Elgin the arrangements are still more complete. At Elgin Academy the subjects taught are English, Arithmetic, Latin, French, Book-keeping, Shorthand, Mathematics, and Chemistry. There are over 100 pupils attending these classes. The Domestic subjects of Cookery, Laundry Work and Dressmaking are taught at the Elgin Girls' Technical School with marked success. The Victoria School of Science and Art forms a third centre for the Elgin district. This institution is under private management, but an endeavour is being made with hopeful prospects to co-ordinate the work of this school with the arrangements of the School Board; and the County Committee Grant of £80 is to be made conditional upon the appointment of a Science Master and upon the arrangement of a scheme satisfactory to the Scotch Education Department for the proper co-ordination of the Continuation Class work in the district. In addition to Forres and Elgin centres, Fochabers Milne's Institution is doing excellent Continuation Class work, the more special subjects being Book-keeping, Mathematics, Physics, and Chemistry. The Cookery and Laundry Class at Rothes, the Cookery Class at Findhorn, and the Classes at Mosstowie are all characterised by sound efficiency. Mr. McKechnie regrets that work of this kind is not done at Knockando, Drainie, Duffus, Cromdale, Alves, and suggests that Navigation might appropriately be taught at Lossiemouth (where there is no Continuation Class), at Burghead, and at Hopeman. It is worthy of note that in this county there is a gratifying tendency to encourage literary subjects as well as those of a more directly utilitarian character.

(4) *Banffshire.*—Last session there were 15 centres, a somewhat smaller number than that for the two previous sessions. Banff Academy is perhaps the best organised centre in the county. In addition to Science Classes, good work is done in Commercial Arithmetic, Shorthand, Ambulance Work, Cookery, and Dressmaking. The Macduff centre also shows considerable activity, and the number of pupils in Division II. was over 120. On the whole, however, Mr. McKechnie is of opinion that there should be a much greater development of Continuation Class work in the county, and he particularly regrets the absence of proper equipment for teaching Domestic subjects.

Mr. Wattie's District.

Mr. Wattie points out that the outstanding feature of the session has been the "almost embarrassing success" which has attended the transference to the School Board of the earlier stages of technical instruction. Adverting to the increased attendance at the Exemption Schools he expresses the opinion that half-time exemption is preferable to whole-day exemption coupled with evening-school attendance. The School Board does not sanction the admission to a Continuation Class of students for a single subject, unless in very special circumstances: subjects such as Typewriting and Shorthand are always bracketed with another subject of a more intellectual type. The courses in Languages have been well attended, so much so that an additional class for German was required this session. The Domestic Classes conducted by the Young Women's Christian Association continue to be recognised by the Department as providing for the western portion of the city; but the Board are extending their educational agency in this direction by the re-opening of the Continuation School at Blackness. The Continuation Classes outside the city show no appreciable change.

Mr. Wattie reports favourably on the success attending the policy of the Dundee School Board in organising upon a definite system their Continuation Classes. That policy, fully detailed in last year's Blue-book, establishes three sections in the Continuation school system, each of which has its distinctive function and relation.

He reports as follows:—

"In recent years the Dundee School Board has been gradually evolving out of the former discontinuous or atomic arrangement of evening schools a coherent and carefully articulated system. The two main branches of the system are, on the one hand, the linking together, on the commercial side, of the schools under Divisions I. and II. of the Code with the Central Commercial Schools under Division III., and, on the other, a parallel arrangement on the technical side leading up to the advanced work of the Technical Institute. In the prospectus for the current session the domestic subjects are similarly dealt with, a three years' course of training in the various departments of Household Management having been planned for girls who have recently left the day schools.

"The following table gives the number of teachers and of individual students on the roll under the various sections of the scheme for the week ending 14th February, 1907—the corresponding figures for last year being put down alongside for comparison:—

	1905–1906.		1906–1907.	
	Students.	Teachers.	Students.	Teachers.
Exemption Schools - - - - -	153	3	177	4
Section I. Preparatory, etc., Schools	396	19	395	21
Section II. Preparatory Commercial Schools.	89	3	65	2
„ Preparatory Technical Schools	—	—	111	7
„ Advanced Domestic Schools -	518	25	564	25
Section III. Central Commercial Schools	854	42	837	48
„ First Year Technical Course	—	—	234	19
„ Art - - - - - -	—	—	51	4
Police Constables' Class - - - -	20	1	23	1
	2,030	93	2,457	131

Mr Macdonald's District.

During last session there were held Continuation Classes in Mr. Macdonald's district at sixteen centres. At ten of these Division I. only was represented, at five centres there were classes under Division II. only, and at one centre there were classes under both Divisions I. and II. There were no classes under Division III. or Division IV. Mr. Macdonald's report on these classes is as follows:—

"*Division I. Classes.* These were thus distributed:—Eight in South Uist, one in the County of Ross, at Kiltearn, and one in Sutherland, at Clyne. The two last named were new centres, and seven of the South Uist classes were reinstated after a year's coma. One is glad to note this re-awakening, which, if not symptomatic of an educational revival, is at least a welcome sign of a strong desire on the part of a large number of young men and women to deepen the vague impressions that remained of former teaching in the elementary subjects.

"The popular subjects, in addition to English and Arithmetic, were Citizenship, Laws of Health, Keeping of Simple Accounts, Geography, and Gaelic. In Eriskay, where the islanders are dependent mainly on the fishing industry, Elementary Navigation formed an appropriate part of the curriculum. At Kiltearn, which is the centre of a sylvicultural district, the practical application of Geometry to the measurement of timber was quite apropos.

"Three classes under this division, which met in the previous session at Wick, Lairg, and Fodderty (Ross) did not meet last session; but one does not regret their discontinuance, as there is no longer need for their existence.

"*Division II. Classes.*—Classes under this division were held at Wick, Castletown, and Gersa in Caithness; at Lairg and Clyne (two centres) in Sutherland; and at Edderton in Ross. Classes previously held at Barrock and Aukengill—both in Caithness—did not meet last year. Of the two centres at Clyne, one was for Gaelic only; while at the other—a new centre—general subjects were taken up. At Wick, the only large centre in my district, a varied programme was presented; at Gersa, Science was professed; at Edderton, a class in Woodwork, successfully conducted for several sessions, again met; and at the other centres English and Arithmetic—general or specialised—formed the staple.

"Generally, one has to report favourably on the work done in the Division II. Classes: as a rule a definite course of instruction was followed with praiseworthy regularity and zeal. And, while with one or two marked exceptions,—for example the classes at Kiltearn—one cannot rate so highly the effectiveness of the teaching in the Division I. Classes, it is impossible not to admire the enthusiasm shown by the young people of South Uist in attending in large numbers despite such serious obstacles as inclement and even tempestuous weather, and long distances, over bad roads or rough footpaths, or, not infrequently, trackless moors."

Mr. Philip's District.

Mr. Philip reports as follows on the Continuation Schools in his district:—

Aberdeen County.

"*Aberdeen County* (*exclusive of City*).—Last session, classes were carried on in 36 schools, as compared with 29 in the previous session. Proposals also came from six schools which had, however, to be abandoned owing to lack of numbers. Of that number four were entirely in the hands of H.M.I. Mr. Ewen. The classes which fell to be inspected by the District Staff were mainly Division II. Classes, Division I. being taken in eight schools.

"The centres of instruction seem to vary in the county from year to year. Last session there were 14 new centres; but seven centres, in which classes were held during the previous year, do not appear in last session's list.

"The main centres of population (Peterhead, Turriff, &c.) seem to be well looked after by the School Board authorities. At Fraserburgh the classes last session were much more successfuly organised and managed than previously.

"There is little to report which has not been said in other reports. The Continuation Class in the rural district is not yet a recognised part of the educational machinery that ought to be set in motion by the local management.

"In Kincardineshire during last session proposals came from 11 centres, exactly the same number as in the previous session. They were all Division II. classes and mainly of the Commercial type, exclusive of three which were inspected by Mr. Ewen. Mr. Rankine reports that the work of instruction was in every case efficiently carried on. Kincardineshire.

"In Orkney there was only one class held, namely at Kirbister. In last year's report it was stated that Continuation Class facilities should be provided at Kirkwall. It is gratifying to find that the School Board proposes to hold classes there this winter." Orkney.

Shetland.—Mr. Topping, who inspected the Continuation Classes in this county, reports as follows:— Shetland.

"Seven classes were formed and six completed the session. The Nesting Board is to be commended for opening three of these. In Lerwick the Commercial Classes were well attended during the first half of the session. At Bigton the outstanding feature again was the excellent class in Navigation and Seamanship. Many of the lads have been in attendance for several sessions and are now quite proficient in various forms of signalling and in much of a seaman's handwork, and are well advanced in Navigation. If only they could be induced to enter the Mercantile Marine, they would have little difficulty in working their way to good positions.

"One of the difficulties that stand in the way of Continuation Class instruction in rural districts is the varied attainments of the pupils; and their needs are as varied as their attainments. If instead of binding all to follow some scheme of work, which in all its parts can suit only a small proportion of the pupils, freedom were given to the pupils to work, under the supervision and guidance of the teacher, at what they most felt the need of, there would be more of these classes."

Aberdeen City—The general organisation remains the same as for last session. Aberdeen City.

Mr. Walker's remarks may be quoted:—

"In the Preparatory and Domestic Schools the Division I. pupils were generally taught in two sections. The work done in the senior class was always most satisfactory, but the junior class, which was made up largely of exempted pupils, was disappointing. Most of the pupils attended against their will, and, being younger than those in the upper class, were in many cases too tired after a hard day's work to profit by the instruction. The attendance, except in the case of the exempted pupils, was excellent.

"Dressmaking and Millinery continue to be the most popular of the Domestic subjects. More satisfactory work is being done in these classes, but there is still room for improvement.

"As an example of the interest shown by some employers the following is worthy of note. Messrs. J. & J. Crombie, Ltd., Grandholm Works, who the previous year paid the fees of some 40 employees in poor circumstances, last session promised a bonus of 5s. to women taking Domestic subjects, and 4s. to pupils in the Preparatory Classes who qualified for return of fees by making 85 per cent. of attendance. These pupils attended at Woodside Continuation Classes, and the Headmaster, Mr Moodie, at whose solicitation this favour was granted, informed me that this financial inducement brought into attendance a very satisfactory type of student.

"To show that the city classes are continuing to prosper, the following figures, published by the Evening Schools Committee of the Board, may be quoted:—

"The number of individual enrolments in the eight Preparatory and Domestic Schools were 1,400 against 1,243 in the previous session; in the five Elementary Technical Schools, 1,149 against 1,341; and in the Higher Technical Institute Schools 2,008 against 2,137. The total individual enrolments were 4,557 against 4,721 the previous year, while the total subject enrolments in all the schools were 8,040 against 7,922. The falling off in the number of individual students enrolled was probably attributable, as in the previous year, to the continued depression of trade, the subjects relating to building and the allied industries showing a marked tendency to decrease."

One or two points in connection with the Preparatory and Domestic Schools are worthy of notice:—

(1) As a rule the number of pupils taking Cookery is relatively small, while the number taking Dressmaking continues steadily to increase. Thus, for example, at Frederick Street School 109 pupils took Dressmaking last session, whereas only 26 attended the Cookery Class. Various reasons may be adduced for this: Cookery involves more physical exertion than Dressmaking, a consideration affecting young women more or less continuously at work during the day; Cookery has received considerable attention at the day school, and the urgency of instruction is correspondingly less; and finally the expense connected with practice lessons has a deterrent effect. This matter may fitly engage the attention of the School Board, as one affecting the comfort of the future home and the proper feeding of children in that home.

(2.) The classes for Woodwork appear to be invariably successful as regards the interest and zeal displayed by the pupils receiving this form of instruction and the finished work performed by them. Possibly the School Board may find it possible to develop more fully this element of evening school work so as to attract boys who have left school at the age of fourteen without taking the Merit Certificate, or even reaching the Supplementary Class.

(3.) As regards Dressmaking and Millinery it is to be feared that in many cases the motive for attendance at these classes is less that of acquiring a knowledge of the method of operation for future use than of securing expert assistance in the making of articles of attire for immediate use—it is in fact a cheap way of obtaining an equivalent for the services of a dressmaker. A certain amount of theoretic knowledge is without doubt incidentally acquired, but this of itself hardly justifies the expense incurred, and it might be a question whether a simple examination at the end of the session might not be desirable.

(4.) The attendance of "exempted" pupils is as a rule by no means satisfactory, a large proportion not reaching the percentage of attendance which entitles to the return of fees. It seems self-evident that irregularity of attendance during a given period ought to be followed by withdrawal of the exemption.

I subjoin Miss Crawford's report on the Continuation Schools in the Northern and Highland Divisions:—

COOKERY.

"Cookery continues to be one of the popular Domestic subjects in these Divisions. All the classes visited were reported very satisfactory in respect of each one carrying out the work under conditions approaching as near as possible those in the homes of the pupils. Every class-room has its coal-range or stove, the selected dishes for practice were not of an extravagant nature, and in each case the pupils seemed thoroughly interested and pleased. The cooked food was readily purchased, for it was useful and well within the means of the pupils. I should add also that the attendance was most satisfactorily maintained throughout the session, and this too in spite of distance and adverse weather conditions.

"I specially note these facts to prove that the greatest success in every respect attends those classes conducted on sensible and approved methods. Where the pupils are allured to a class by the presentment of a syllabus of fanciful tempting dishes of the cake and cream nature, the work invariably proves disappointing. The dishes soon cease to attract and the cost incurred in the purchase of the food has the effect of making the pupils drop off in attendance ere many weeks elapse.

"At Aberdeen Broomhill a large class was in attendance, and an excellent course of instruction successfully completed. At Huntly Gordon Schools the excellence of the work and the capable management merit special commendation, while at Peterhead Academy the class was fairly well attended.

"The classes conducted by the managers of the Young Women's Christian Association at Dundee were very pleasingly conducted and satisfactory progress was made during the session. At Arbroath also a large enrolment was made, and much good and useful work accomplished.

"Elgin Girls' Technical School gives ample opportunity for pupils attending at day or evening classes, and the popularity of both is sufficient evidence of the thoroughly capable management and useful instruction imparted. Inverness Technical School well maintains its large numbers, and the excellent work accomplished within its walls is worthy of the recognition shown by all classes of the community.

LAUNDRY WORK.

"Laundry Work, though not so popular as Cookery, is taught in a fair number of classes in these Divisions. As it demands more physical exertion than the other subject a shorter course suffices. Working by artificial light is not conducive to the most satisfactory results, a fact no doubt largely responsible for the apparent decrease of enthusiasm and interest as the course proceeds.

"The subject is of much value and is heartily appreciated by older pupils who have opportunity for applying the instruction in their own homes."

Mr. Ewen's Report.

I subjoin Mr. Ewen's valuable report on the Continuation School work which falls within his purview :—

Industrial and Technical Work.

Progress.

"It is encouraging to note year by year a marked increase and gradual improvement in the Industrial and Technical work being carried on under the Continuation Class Code in these Divisions. The whole system is gradually becoming permeated by a seriousness of purpose and a keen desire to secure the maximum efficiency obtainable, which augur well for the ultimate success of the work. In a number of cases special efforts are now being made to secure a large enrolment and regular attendance by enlisting the sympathies of employers of labour, overseers, foremen, and others directly connected with the different trades in the district in which apprentices are employed. By this means much has already been done, especially in some of the manufacturing centres, but there is urgent need for a considerable extension and thorough organisation of this system, in order to render Continuation Class work the valuable national asset which it ought to become. Indeed the question of the co-operation of employers and their representatives in Continuation Class work, especially in the industrial centres, is really the key-note of the whole situation, and all educational authorities responsible for the efficient conduct of Continuation Classes should use their utmost endeavours to secure this in fullest measure for their own districts.

Co-operation of Employers.

Importance of Co-operation.

Influence of Employers.

"Progressive employers, whose interest and co-operation in Continuation Class work can be secured, will be able to extend their influence in two important directions. Their technical knowledge and practical experience will be of the greatest service in advising as to subjects of study, arrangement of work, and details of syllabuses, so that the various courses at each centre may be thoroughly suited to the industrial needs of the district. Then their influence with their own employés, and their desire to benefit them and ultimately the industry in which they are all engaged, should be enlisted so as to secure as full an enrolment and as regular an attendance at the course as possible.

Technical Studies Essential.

Indeed for all young craftsmen, in whatever trade they may be engaged, attendance at a suitable course of technical studies should be regarded as one of the usual conditions of industrial apprenticeship, and the records of the work done and progress made by the apprentice at this course should be communicated by the responsible teacher to the employer, and recorded by him on the apprentice's 'lines,' which would then become a document of real value to the holder, and a source of useful information to his prospective employers.

Record of Technical Studies.

Irregularity of Attendance.

"Irregularity of attendance often arises from over-time, country work, and other causes, and every endeavour should be made to reduce these to a minimum. Enforced absence from a few class meetings towards the beginning of a course often causes the student to lose the threads of the instruction altogether; and, feeling himself quite unable to catch them up again, he is thus tempted to cease attending for the rest of the session, entailing the virtual loss of a whole year's instruction. Much would be gained if employers would agree to make it a rule that, except in cases of absolute necessity, their apprentices should not be required to work over-time on the evenings on which their classes meet.

Payment of Fees by Employers.

A further incentive to regular attendance and satisfactory progress at Technical Courses would be secured if the employers could see their way also to make themselves responsible for the payment of the class fee of their apprentices, a practice which in itself would involve certain moral obligations to attend regularly, and to endeavour to profit by the instruction given.

Educational Qualifications of Apprentices.

"While it might be difficult at the present juncture to impose any definite educational qualification for intending apprentices, employers might easily enough let it be understood that preference would be given to boys with the best educational records. Again in cases where, as in engineering, places are often reserved for apprentices a year or two before they can commence work, employers should make it abundantly clear how very desirable it is that boys should, if possible, remain at school until they are ready to begin their apprenticeship.

Premature Removal from School.

Indeed, much valuable time and educational opportunity are worse than lost by prospective apprentices being removed from school at the earliest legal moment—and sometimes even before it—often with a sadly imperfect elementary education. As they are then too young to commence their trade apprenticeship, they are often put for a year or two to some form of wage-earning which affords little or no preparation for this future work; and being then just free from school, and probably unaware or heedless of the need for continuing their elementary education, they are apt to neglect all forms of study during this period, which is too often devoted to forgetting much of what they had previously learned at the Primary School, and to acquiring an aversion for any kind of serious study whatsoever.

Period of Forgetting.

Formative Period.

"The question of how to deal with this essentially formative period of a boy's life, between the ages of 14, when he is legally free to leave school, and 16 or 17, when he is old enough to be apprenticed to a trade, business, or craft, is one that must be seriously dealt with if our system of Technical Education is to be really worthy of the name.

School Bursaries for Prospective Apprentices.

The provision of small bursaries for prospective apprentices who are prepared to remain at a Higher Grade or Secondary School until they reach the stage of the Intermediate or Technical Certificate, would afford welcome help in a much needed direction, for in many cases the question is largely an economic one; but this would affect only a small proportion of the individuals involved.

Leakage.

The question is becoming a more and more urgent one every year, and while so much is being done at the present time for Technical Education in its higher stages, the utmost care should be taken that this is not largely minimised by the serious leakage at the beginning.

Remedies.

Various remedies have been proposed

including the somewhat drastic one of compulsory attendance for two or three years at Continuation Classes of all pupils who leave school at the minimum legal age; but serious evils demand stern remedies, and something of the nature of a satisfactory solution of the present difficulty must be speedily found.

Day Continuation Classes.

"In this connection it is gratifying to note that there are unmistakeable signs of a growing conviction that Continuation Classes are not necessarily evening classes, and that a system of Day Technical Instruction for industrial apprentices—actual and prospective—is possibly not now so very far away from practical realization.

Preparatory Technical Courses. Success in Dundee.

"Preparatory Technical Courses on the lines detailed in last year's report (page 765), are now being carried on with much success at a number of centres, and are proving of great service in the general scheme of Industrial and Technical work. In Dundee especially, this Preparatory work has been very well organized on a fairly comprehensive scale, as an integral part of the Industrial Courses, and it is already forming an efficient feeder to the more advanced Technical work. In other centres of industry in the Divisions too, Preparatory work is now being very well organized on a thoroughly practical basis.

Experimental Work in Industrial Courses. Manual Instruction. Its Value.

"The inclusion of a definite series of practical and experimental exercises as an integral part of each year's work in all Industrial and Technical Courses has added greatly to their value. Work in the Manual Instruction Workshop thus becomes an essential part of a Preparatory Technical Course, and enables the student to gain a practical acquaintance with Workshop Geometry, Drawing to Scale in Plan and Elevation from actual measurement, and the accurate interpretation and realization in material of Scale Drawings which he has already made, thus affording a valuable training quite unattainable in the ordinary lecture class-room.

Laboratory Work. Its Function. Distinction between Experimental Work and Industrial Labour.

"Similarly, practical work by the students themselves in Experimental Science Laboratories, which are established in all Secondary and Intermediate Schools, should constitute an essential part of each succeeding year's work in all Technical and Industrial Courses in which precision of measurement and a knowledge of the action of forces, or of the proportion and behaviour of materials, are essential. This ideal is now being fairly well realized in most of the industrial centres, although in one or two cases, where the necessary accommodation has been wanting, or where the Authorities have failed to recognise the value of experimental work to the students, it has not yet been attained. Care should be taken in discussing this question to distinguish clearly between Manual Instruction in Wood or Metal, or experimental work in a Science Laboratory, on the one hand, and practical work in an Industrial Workshop or Manufactory, on the other, a precaution that has unfortunately not always been observed.

Technical Bursaries.

"At a number of the industrial centres, endeavours are now being made to link up the Technical Courses with the more advanced work which is carried on in the Central Institutions, so that students who have had a two or more years' Technical Course at an outlying centre may be able to continue their technical studies without a break at the Central Institution. Provisions for carrying out this admirable principle systematically, including a well arranged scheme of Technical Bursaries, should be made as soon as the Central Institutions are soundly established and able to cope with the work. Meanwhile the Authorities in charge of the Tributary Centres should endeavour to get their Continuation Class work arranged in suitable and well planned courses leading naturally up to the more advanced work of the Central Institution, so that when a definite system is instituted the transition will be easily accomplished.

Progress of Central Institutions. Aberdeen Technical College.

"Great progress is being made with the extension and development of the two Central Institutions in the Northern Division at Aberdeen and Dundee. The preliminary negotiations for the establishment in Aberdeen of a comprehensive, efficient, and well equipped Technical College for the City and the North East of Scotland are now well-nigh completed, and in the course of a few months it is hoped that actual building operations will have commenced. The need for thoroughly suitable and commodious premises for Technical Education in Aberdeen, with ample accommodation for

Scope of Scheme.

laboratory work, at present so sadly lacking, is becoming daily more insistent, and the Promoters have wisely included within the scope of their scheme provision for Technical Instruction, on thoroughly modern lines, relative to all the important industries in the district.

Fisheries and Navigation.

School of Navigation.

Financial Support.

"The fishing and shipping industries, which bulk so largely in the commercial life of Aberdeen and the North-Eastern seaboard, will be admirably provided for under the scheme, which includes the erection of a complete and well-appointed Fisheries Institute and School of Navigation on an extensive and desirable site in the vicinity of the Docks, gifted by the Aberdeen Harbour Commissioners for this purpose. The important work being done by the Aberdeen Navigation School is now increasing so rapidly that it has already outgrown its present premises and is in urgent need of the increased accommodation and equipment which the new Institute will provide. The whole scheme will confer an immense benefit on Technical Education in the district, and on the community generally, by helping to foster and develop the crafts and industries of the locality. It is encouraging to note the large amount of personal and public support which is being given to the scheme throughout the districts which it is intended to benefit.

Dundee Technical Institute. Textile Work.

Financial Support.

"In Dundee the Technical Institution scheme, which is on a rather less ambitious scale, is considerably further advanced, the plans of the new Institute being already completed, and the erection of the buildings actually commenced. Here a special feature is being made of the Textile work, especially Jute Spinning and Weaving, in which the prosperity of Dundee and the surrounding districts is so largely bound up. Very complete arrangements for Technical Instruction on modern lines, suitable for this and for all the other important industries in the locality, are projected, and it is hoped that ample financial support will be ungrudgingly given, so that the Committee may be enabled to carry out the scheme in its entirety. The object is an eminently worthy one, and the well-being of the whole community is bound up in its success.

Co-ordination in Dundee and District.

"An excellent system of co-ordination has been established between the work of the Technical Institute and that of the tributary classes under the Dundee School Board, which promises to result in passing on annually a good supply of Technical and Industrial students, well grounded in the elements of their subjects, to continue their Technical training and studies in the classes of the new Institute. This excellent system has already begun to extend, the industrial classes under the Broughty-Ferry School Board now being linked up with the Technical Institute also. Other centres will doubtless follow in the near future, as the advantages of the system become better known.

Rural Courses.

Difficulties in Rural Centres.

Agricultural Students.

Short Session.

Success in Kincardine.

Rural Day Classes.

Enthusiasm in Rural Districts.

"Rural Courses are being developed on well considered lines in various country districts, although here the progress is sensibly slower than in the more thickly populated industrial districts. In the country the area served by one class, or by a single group of classes is often of considerable extent, and the obstacles to a large enrolment, or to regular attendance, especially on inclement winter evenings, are correspondingly increased. Indeed, so far as agricultural students proper are concerned, the possibility of attendance at Continuation Classes at all is usually limited to the comparatively short session between the end of harvest and preparation for the following seed-time, when the weather conditions are at their worst. While in some rural districts, notably in Kincardineshire, much valuable work has been carried on in connection with evening Continuation Classes, the inherent difficulties involved in endeavouring to carry out a definite scheme of Rural Technical Instruction in evening classes, on any kind of comprehensive plan, point to an urgent need for the introduction of a proper system of day Continuation Classes for Rural Schools at suitable centres. The enthusiasm with which Rural Students have taken to practical work at Continuation Classes, the comparatively large numbers in which they have enrolled, even in unpromising districts, wherever suitable classes have been provided for them, and the marvellous regularity with which they have attended in all kinds of weather, bear abundant evidence of the growing need for the establishment of a well ordered system of rural day and evening Continuation

Classes on thoroughly practical lines throughout the country districts, and give undoubted promise of rich results to follow. The Agricultural College should be able to afford invaluable assistance in furthering this important development of Continuation Class work. Indeed, the Agricultural College will be the Central Institution to which all such Rural Continuation Classes should lead up, just as the Industrial and Technical Courses in industrial districts lead up to the higher work in the Technical Colleges. The question is ripe for solution, and in the interests of one of our most important national activities, demands immediate attention."

Agricultura College.

Co-ordination of Rural Classes.

Aberdeen Navigation School.

Aberdeen Navigation School.

The purpose of this institution is to prepare students for the examination of the Local Marine Board and thus to qualify them as Masters or Mates in the Mercantile Marine. In order to bring the work of this School into relation with the School Board system, Navigation Classes were held during the winter months in the Victoria Road Public School and were attended by 37 students, most of whom attended with such regularity as to entitle them to the return of their fees. The total number of hours of instruction on which a grant is claimed from the Scotch Education Department was 25,912. The contribution made by the Town Council from the Residue Grant was £150, and by the County Council £30.

Including the Victoria Road pupils, 183 students passed through the Navigation School during the year. Forty-six students presented themselves for examination before the Local Marine Board, and 43 passed. Forty-six fishermen also presented themselves for examination, and 42 passed as Skippers or Second Hands.

The healthy and successful state of the institution deserves hearty recognition.

CENTRAL INSTITUTIONS.

Aberdeen and North of Scotland College of Agriculture.

This important institution continues to conduct its operations on the same principles, with the same aims and in the same directions as formerly. The transference of the classes to the new wing of Marischal College has been attended with great benefit. The number of students was 44, with 210 enrolments in the several classes. Apart, however, from the normal work of the College an endeavour has been made to meet the increasing demand for lectures on agricultural subjects in various localities within the wide area over which the College extends its influence. In addition to these extramural operations, evening classes have been established for the benefit of students who could not find time to attend the day classes. The instruction consisted of a course of 20 lectures on Agriculture, delivered by Mr. R. B. Greig, F.H.A.S., F.R.S.E. This course was attended by 59 students. A corresponding course on Agricultural Botany was conducted by Mr. J. M. Hector, B. Sc., and was attended by 20 students.

The College continues to exercise advisory functions, and to conduct researches on the relative efficacy of manures, on the quality of seeds, milk, etc., and on the prevention and treatment of diseases affecting plants and animals, supplying in this way information highly valuable to all those who are engaged in agricultural pursuits.

The possible relation of such an institution to Nature Study in the schools, and to the Rural School Supplementary Course, is obvious; and the establishment of a closer connexion might be attended with very great reciprocal advantage.

ABERDEEN GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART

In virtue of the arrangement made in 1903 with the School Board of Aberdeen this institution provides facilities for Continuation Class work according to a symmetrical plan. The Board Schools provide for Elementary Classes in Commerce, Science, and Art. The Intermediate Classes are held under the management of the School Board in this institution, the High School for Girls, and the Central School; while the Governors of Gordon's College are exclusively responsible for the advanced stages in Literature, Commerce, Science and Art. The joint system makes provision for 5,250 Continuation Class pupils, of whom 700 receive instruction in Gordon's College. Apart from some minor changes the only extension for 1906–7 of the work proper to this institution has been the formation of a class for Hydraulics.

It is unnecessary to give details regarding the Continuation Classes, as these are fully stated in the Headmaster's Report to the Governors.

DUNDEE TECHNICAL INSTITUTE.

The Continuation Class work conducted in this institution forms part of a working arrangement concluded with the School Board at Dundee. In virtue of this arrangement, no instruction is given in English, Ancient or Modern Languages, Commercial or Domestic subjects, and the function of the institution is confined to those subjects which are necessary or useful for working mechanics and other craftsmen. Preparatory Technical work, under the management of the School Board, is conducted in Victoria Road, Hill Street, Blackness, and Liff Road Public Schools. These Classes are designed for boys who leave school before they have completed two years of a Supplementary Course; and pupils after successfully completing their course of instruction are advanced to Elementary Technical Classes in Harris Academy or Morgan Academy. This course of instruction embraces English with special application to the literature of the industries, Drawing and Manual Training.

Boys who have been two years in a Supplementary or Higher Grade Class, but without gaining the Intermediate Certificate, attend the Elementary Technical Course for one year at one or other of the above-mentioned Academies, receiving instruction suitable for apprentices in the engineering and building trades; and on gaining the Pass Certificate for this course they are qualified for admission to the various Courses of study provided at the Institute. Apprentices who have attended a Higher Grade School and obtained the Intermediate Certificate can be admitted directly to the 2nd Year's Classes at the Institute.

Further details will be found in the official report furnished to the Department.

In conclusion I beg cordially to acknowledge the assistance which has been rendered me by Mr. F. R. S. Walker in the preparation both of this report and of my general report on the state of education in the Northern Division.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

G. DUNN.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

CONTINUATION CLASSES.

SESSION 1906-1907.

SUBJECTS OF INSTRUCTION.

DIVISION I.

The students in this Division were instructed in English—reading, spelling and composition; Arithmetic, and one or more of the following:—Drawing, History, Geography, Nature Knowledge: and for girls, Needlework, Cookery, Laundry Work.

DIVISION II.

Symbols used in Table 1 (page 798), to designate Subjects or Courses. In this Division the Subjects have been grouped under the various Subheads of Article 14 of the Continuation Class Code.

Subject.	Symbol.	Subject.	Symbol.
SUBHEAD A.		SUBHEAD D.	
English	e.	Art	a.
Geography	g.	Art (Pupil Teachers' Course)	a(p.t.)
History	h.		
Life and Duties of the Citizen	c.		
Literature	l.		
Political Economy	p.	SUBHEAD E.	
		Algebra	a.
SUBHEAD B.		Dynamics or Mechanics ..	d.
		Geometry	g.
French	f.	Mathematics	m.
Gaelic	ga.	Mensuration	mn.
German	g.		
Greek	gr.		
Latin	l.		
		SUBHEAD F.	
		Botany	b.
SUBHEAD C.		Chemistry	c.
		Experimental Science ..	s.
Book-keeping	b.		
Business Procedure	p.	Experimental Science (Pupil Teachers' Course)	s(p.t.)
Commercial Arithmetic ..	a.	Hygiene	h.
Commercial Correspondence ..	c.	Magnetism and Electricity ..	m.
Commercial French	f.	Metallurgy	me.
Commercial Geography ..	g.	Nature Knowledge	n.
Commercial German	gn.	Physics	p.
Handwriting	w.	Physiography	pg.
Shorthand	s.	Physiology	pl.
Typewriting	t.	Zoology	z.

DIVISION II—*continued.*

Subject.	Symbol.	Subject.	Symbol.
SUBHEAD G (a).		SUBHEAD G (b)—*continued.*	
Mechanical Drawing	d.	Spinning	sp.
Practical Geometry	g.	Statics	st.
Practical Mathematics	m.	Steam	s.
Technical Arithmetic	a.	Surveying	su.
		Typography	t.
		Weaving	w.
SUBHEAD G (b).			
Agriculture	ag.		
Applied Mechanics	me.	SUBHEAD H	
Boilermaking	b.		
Bookbinding	bb.	Ambulance	a
Brickwork and Masonry	br.	Breadmaking	b.
Building Construction	bc.	Cardboard Modelling	cm.
Electrical Industries	el.	Cookery	c.
Engineering	e.	Dressmaking	d.
Horticulture	h.	Household or Domestic Economy	e.
Hosiery	ho.	Ironwork or Metalwork	i.
Machine Construction	mc.	Laundrywork	l.
Mining	mi.	Millinery	m.
Nautical Astronomy	as.	Music	mu.
Naval Architecture	na.	Needlework	n.
Navigation	n.	Sick Nursing	s.
Plumbing	p.	Tailor Cutting	t.
Shoemaking	sh.	Woodwork	w.

DIVISION III.

Course.	Symbol.	Course.	Symbol.
Art	a.	Industrial	i.
Commercial	c.	Language	l.
Domestic	d.	Mathematical	m.
English	e.	Science	s.

DIVISION IV.

Subject.	Symbol.	Subject.	Symbol.
Elocution	e.	Physical Exercises	p.
Music	m.	Swimming	sw.
Needlework	n.	Woodcarving	wc.
Photography	ph.		

TABLE No. 1.

LIST OF CONTINUATION CLASSES on account of which GRANTS have been paid by the SCOTCH EDUCATION DEPARTMENT under the provisions of the Continuation Class Code for the SESSION 1906-7.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	†Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met				Balance.	
	Division I.	Division II. (including First Year of Division III).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grants from the Department.	Grants from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN COUNTY.																		
ABOYNE AND GLEN TANAR S.B	..	..	..	..	..	..	..	.. .. ..	..	..	10 12 7	10 12 7	..	7 8 6	..	..	..	3 4 1
Glen Tanar	..	15	..	..	..	..	15	C.a,c,g.										
CRATHIE and BRAEMAR GAELIC ASSOCIATION	..	..	..	..	..	..	..	.. – ..	..	..	22 19 6	22 19 6	..	3 10 0	..	..	19 9 6	..
Braemar (Local Committee)	..	10	..	..	..	..	10	B.ga.										
CRUDEN S.B.	..	..	..	..	..	..	..	.. – ..	..	..	8 10 9	8 10 9	..	5 4 1	..	..	..	3 6 8
Coldwells	..	22	..	..	..	..	22	C.a. E.mn										
DRUMBLADE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	19 8 3	19 8 3	..	11 7 7	5 0 0	..	..	3 0 8
Drumblade	..	20	..	..	..	..	20	C.b. E.mn.										
DYCE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	21 1 0	21 1 0	..	8 8 6	7 0 0	..	..	5 12 6
Village	..	14	..	..	..	..	14	A.e. B.f. C.a.										
ELLON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	42 14 3	48 19 3	6 5 0	21 11 6	..	..	..	21 2 9
Drumwhindle..	..	25	..	..	..	..	25	Da. E. m.n.										
Ellon	..	33	..	..	..	..	33	C.a,b,s.										
FORGUE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	16 4 9	16 4 9	..	5 10 6	6 0 0	..	..	4 14 3
Largue	..	15	..	..	..	..	15	C.a,b.										
FRASERBURGH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	176 13 3	205 5 10	21 17 6	109 3 9	35 0 0	..	..	39 4 7
Academy	..	37	..	..	..	..	37	A.e. D.a. F.c. G.a,bc,d,g,m.										
Dalrymple Café	..	25	..	..	..	..	25	D.a.										
Fraserburgh	34	36	..	..	..	..	70	A.e. B.f,g, C.a,b,s. H.n.										

HUNTLY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	79 1 4	83 11 4	4 10 0	59 6 0	..	..	..	19 15 4
Gordon	..	97	..	..	..	..	97	C.a,b. G.d,m. H.c,n.										
INSCH S.B	..	..	..	..	..	..	..	.. .. ..	..	..	9 8 6	9 8 6	..	7 1 4	..	..	..	2 7 2
Insch	..	14	..	..	..	..	14	H.c.										
INVERURIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	310 12 11	328 0 3	17 7 4	232 19 8	30 0 0	..	..	47 13 8
Inverurie	..	65	28	18	5	..	216	C.b,s. G.a, bc,g. H.c,d.	1.									
KINCARDINE O'NEIL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	17 12 2	17 12 2	..	7 5 10	..	..	..	10 6 4
Tornaveen	..	14	..	..	..	..	14	C.a. E.g,mn.										
KING EDWARD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 14 6	13 14 6	..	7 1 6	..	..	6 11 4‡	0 1 8
Fishery	..	14	..	..	..	..	14	C.a,b.										
LOGIE-BUCHAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	11 11 11	11 11 11	..	7 10 8	..	..	..	4 1 8
Tipperty	21	..	..	..	..	..	21											
LOGIE-COLDSTONE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	16 12 10	16 15 2	..	8 10 7	..	..	..	8 4 7
Logie-Coldstone	..	18	..	..	..	..	18	C.a,b,w.										
LONMAY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	67 19 6	68 14 5	..	24 8 5	25 0 0	..	..	19 6 0
Blackhills	..	18	..	..	..	..	18	A,e. C.a,b.										
Lonmay	..	29	..	..	..	..	29	A.e. C.a.										
St. Comb's	..	16	..	..	..	..	16	G.n.										
LUMPHANAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	16 3 8	16 3 8	..	12 2 9	4 0 0	..	..	0 0 11
Lumphanan	..	21	..	..	..	..	21	A.e. C,a,s.										
NEW-BYTH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 4 0	13 4 0	..	6 9 10	..	..	..	6 14 2
Crudie	12	..	..	..	..	..	12											
NEW DEER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	37 13 9	43 5 5	2 8 6	24 14 5	..	..	..	16 2 6
New Deer	..	55	..	..	..	..	55	A.e. C.b. E.mn. H.c										
NEWHILLS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	28 0 8	29 2 3	1 2 0	15 2 11	..	..	..	12 17 4
Bucksburn	31	..	..	..	..	..	31											
NEW MACHAR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	19 1 3	19 8 9	0 7 6	8 4 0	..	..	..	10 17 8
New Machar	24	..	..	..	..	..	24											
OLD DEER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	40 12 2	40 12 2	..	30 9 2	9 0 0	..	..	1 3 0
Maud	..	86	..	..	..	..	86	C.a,b. H.c,d.										
PETERCULTER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	199 13 7	226 16 7	14 13 0	93 12 2	50 0 0	..	..	68 11 5
Countesswells	22	..	..	..	..	..	22											
Craigton	..	116	..	..	..	..	116	A.e. C.a,b. F.m. H.a,d,m,n,s.										
Cults	..	48	..	..	..	..	48	B.f g. H.m,n.										
Eddleston	..	13	..	..	..	..	13	H.d.										

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* The names of Classes not under the management of School Boards have been printed a little to the left in the first column of the Table. Classes have been grouped under the various School Board Districts and under their respective managements. The letters S.B. have been used to denote School Board management.

† The small letter denotes the subject (Divisions II. and IV.) or the type of course (Division III.), and the capital letter the Subhead of Article 14 under which the subject has been grouped.

‡ This is a Credit Balance brought forward from Session 1905-06.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN: Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET. Fees and Books and Materials sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	BALANCE. Subscriptions or other Sources. £ s. d.	BALANCE. Rates. £ s. d.
ABERDEEN—*contd.*																		
PETERHEAD (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	433 0 9	527 18 3	94 17 6	324 15 6	58 9 6	54 15 9	..	..
Academy	..	221	25	17	3	..	266	C.b,s,t. D.a,s (*p t.*) F.c.s (*p.t.*). G. bc,me. H.c,l.	a,c,i.									
RATHEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	20 10 0	22 0 0	1 10 0	15 0 9	..	..	..	5 9 3
Inverallochy	44	..	..	..	..	..	44											
STRICHEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	19 0 1	21 0 1	2 0 0	6 3 9	7 0 0	..	..	5 16 4
Strichen	..	14	..	..	.	..	14	D.a.										
TURRIFF S.B.	.	..	..	..	..	..	..	.. .. ..	..	..	22 3 6	28 9 9	5 17 6	16 12 7	8 0 0	..	..	..
Turriff	..	29	..	..	..	25	54	C.b,s.		p.								
YTHAN WELLS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	5 10 8	5 10 8	..	2 19 5	..	..	..	2 11 3
Ythan Wells	..	12	..	..	..	..	12	C.a,b.										
ABERDEEN BURGH.																		
ABERDEEN (BURGH) S.B.	..	..	..	..	..	..	..	.. ..	..	..	6,107 6 0	6,484 3 8	326 17 3	4,580 9 6	..	..	..	1,526 16 6
Broomhill	59	112	..	..	..	..	171	H.c,d,m,n.										
Causewayend	83	272	..	..	..	..	355	H.c,d,m,n.										
Central	..	762	649	271	..	..	882	D.a (*p.t.*). F.s (*p.t.*)	c.									
Central Constabulary	18	19	..	..	..	..	37	A.e. C.s. F.p.										
Ferryhill	..	184	..	..	..	..	184	A.e. C.a,b,s. D.a. G.a,g,m. H.w.										
Frederick Street	72	143	..	..	..	..	215	H.c,d,m,n.										
Gordon's College and Gray's School of Art	..	79	379	205	..	..	663	.. ..	i.									
Grammar School	..	443	..	..	..	57	500	A.e,p. B.f,g. C.a,b,s. D.a. E.g,m. G.a. H.w.		p.								
High School for Girls	..	622	..	..	..	..	622	H.c,d,l,m,mu,n,s.										
King Street	..	183	..	..	..	45	228	A.e. C.a,b,c,s. D.a. G.a,g,m. H.w.		p.								

Kitty Brewster	..	118	..	..	..	..	118	A.e. C a,b,s. D.a. G,a,g,m. H.w.										
Rosemount	107	251	..	..	..	..	358	H.c,d,m,n.w.										
St. Paul Street	..	185	..	..	..	37	222	A.e. C.a,b,s. D.a. G.a,g,m. H.w.		ph								
Skene Square	67	72	..	..	..	..	139	H.d,m,n.										
Walker Road	43	111	..	..	..	..	154	H.d,m,n,w.										
Woodside	43	79	..	..	..	..	122	H.c,d,m,n.										
Navigation School	..	140	..	..	..	.	140	G.n. }	..	..	477 17 9	642 12 3	140 0 0	358 8 4	180 0 0	..	60 0 7*	..
Torry (Local Committee) ..	..	37	..	..	..	..	37	G.n.										
ARGYLL.																		
ARDGOUR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	17 1 11	18 11 5	..	6 4 2	.	..	..	12 7 3
Ardgour	18	..	..	..	..	..	18											
CAMPBELTOWN (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	220 19 3	236 0 4	15 1 1	147 10 0	..	..	..	78 9 3
Grammar School	..	124	..	..	..	..	124	C.b,c,s,w. D.a. (*p.t.*) E.m. F.c. H.c,l,w.										
Millknowe	25	19	..	..	..	..	44	D.a. E.m. H.w.										
DUNOON AND KILMUN S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	519 13 0	554 17 6	35 4 6	330 2 5	70 10 9	..	..	118 19 10
Grammar School	50	378	..	..	..	40	428	A.c,e. B.f,ga. C.a,b,s. D.a. F.h. G.a,bc. H.a,c,d,m,n.		m.								
Sandbank	..	81	..	..	..	33	81	C.a,b,s. F.h. G.a. H.a,c,m,n.		n.								
GLASSARY S.B.	..	..	..		..	..	..	.. .. ..	..	..	25 18 7	25 18 7	..	20 15 0	5 3 7	..	..	.
Glassary	15	9	..	..	..	34	34	H.w.		m, wc.								
INVERARAY (BURGH) AND GLENARAY (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 0 8	23 0 8	...	10 1 5	8 0 0	..	..	4 19 3
Inveraray Grammar School	..	12	..	..	..	..	12	Ae. C.a,s,t.										
JURA S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	16 15 0	19 15 0	..	14 18 1	..	..	..	5 1 11
Small Isles	..	10	..	..	..	..	10	C.a,h.										
KILCHOMAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	43 10 0	48 15 6	0 5 6	31 10 0	..	..	..	12 0 0
Portnahaven	46	..	..	..	..	..	46											
KILFINAN S.B.	..	..	..	..	.	..	..	.. .. ..	..	..	92 12 0	93 5 6	0 13 6	56 13 2	..	..	..	35 18 10
Ardlamont	..	17	..		..		17	A.e,g. C.a,w.										
Millhouse	..	34	..	..	..	13	34	A.c,h. C.a. H.n.		p.								
Tighnabruaich	..	20	..	..	..	11	31	A.e,g. C.a,w.		n.								
KILMARTIN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	22 17 2	24 18 2	2 1 0	10 19 2	9 9 6	..	..	2 8 6
Kilmartin	..	11	..	..	..	..	11	H.w.										
LISMORE AND APPIN S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	20 15 1	20 15 1	..	18 3 2	..	..	..	2 11 11
Ballachulish	..	33	..	..	..	..	33	C.a,c,w. E.mn.										
LOCHGILPHEAD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	52 7 4	61 14 0	3 10 0	89 18 7	16 1 9	..	..	2 3 8
Ardrishaig	..	38	..	..	..	28	41	B.ga.		m.								
Lochgilphead	..	42	..	..	..	..	42	C.s. H.n.										

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was met. Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
ARGYLL—*contd.*																		
OBAN (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	121 19 5	126 3 2	..	57 4 4	..	..	..	68 18 10
High School	37	87	..	..	..	..	124	B.ga. C.a,b,s,t. D.a. H.c.										
SOUTHEND S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	15 19 8	15 19 8	..	6 0 6	..	..	..	9 19 2
Southend	14	..	..	..	..	..	14											
SOUTH KNAPDALE S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	19 15 6	19 15 6	..	11 3 6	..	..	..	8 12 0
Kilberry	16	..	..	..	..	..	16											
STRACHUR AND STRALACHLAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	24 14 6	24 14 6	..	11 17 6	..	..	..	12 17 0
Poll	..	8	..	..	..	..	8	H.d.										
Strachur	..	12	..	..	..	..	12	F.h, pl.										
TARBERT S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	37 0 0	37 0 0	..	3 19 5	20 0 0	..	..	13 0 7
Tarbert	..	10	..	..	..	..	10	G.m,n.										
TOROSAY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	16 13 9	16 13 9	..	11 17 8	..	..	..	4 16 1
Lochdonhead	16	..	..	..	..	..	16											
AYR.																		
ARDROSSAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	861 10 9	977 15 3	58 7 6	519 9 10	180 11 6	..	56 12 5†	162 14 0
Academy	68	250	23	6	..	23	358	A.e. B.f,g. C.a,b,s,t. D.a (*p.t.*). F.m.s. (*p.t.*) H.a,c,d,m,s.	i.	m,p.								
Saltcoats	5	98	..	..	..	..	103	H.d,m,n.										
Winton	9	61	..	..	..	..	70	H.n.										
AUCHINLECK.	..	..	..	..	..	..	..											
Auchinleck (County Council)..	..	24	7	3	12	..	46	.. .. ..	i.	..	*See* under Ayr County Technical Education Committee							

AYR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	1,209 4 7	1,326 4 1	114 13 0	906 18 5	288 11 5	..	1 11 6	14 9 9
Academy	..	258	61	30	18	40	373	B.f,l. C.a,b.c,s,t. D.a, a(p.t.). F.b.c, G.na, H.a,c,d,m,n.	a,c.i.	p,wc.								
Russell Street	119	164	..	..	..	..	283	C.a,b,c,s. D.a. G.d,m. H.d,n,t.										
Smith's Institution (County Council)	..	27	31	30	32	..	120	..	i.	..	*See* under Ayr County Technical Education Committee.							
AYR COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	..	567 19 2	610 0 8	42 2 6	425 18 7	141 19 7	..	..	..
Auchinleck	..	24	7	3	12	..	46	..	i.									
Ayr (Burgh) Smith's Institution	..	27	31	30	32	..	120	..	i.									
Muirkirk, Furnace Road	..	6	5	2	8	..	21	..	i.									
New Cumnock, Bank	..	14	5	..	..	..	19	..	i.									
Riccarton	..	20	..	..	..	..	20	Em. G.mi.										
Stevenston	..	48	..	..	..	..	48	H.b.	i.									
Straiton, Patna	..	8	10	5	8	..	31	..	i.									
Tarbolton, Annbank	..	3	4	6	12	..	25	..	i.									
BEITH S.B.	..	..	..	..	..	..	..	..	..	..	307 9 10	314 2 10	3 12 6	226 8 11	42 0 8	..	..	42 0 9
Academy	46	169	8	15	..	..	238	C.a,b,s. D,a. H.c,d,m.	..							..		
Gateside	..	26	..	..	..	..	26	D.a. E.mn. F.n. H.d.										
Greenhills	..	47	..	..	..	..	47	A.e. C.a,w. H.d,m										
COYLTON S.B.	..	..	..	..	..	..	..	..	..	..	24 4 8	48 10 8	0 6 0	6 13 4	18 15 7	..	..	22 15 9
Littlemill	..	11	..	..	..	..	11	C.a. E.a,g,mn.										
DAILLY S.B.	..	..	..	..	..	..	..	..	..	..	24 14 10	24 14 10	..	17 0 8	3 17 1	..	..	3 17 1
Dailly	34	..	..	..	..	..	34											
DALMELLINGTON S.B.	..	..	..	..	..	..	..	..	..	..	185 15 10	189 2 1	3 6 3	137 7 10	24 12 10	..	..	23 15 2
Benwhat	..	36	..	..	..	..	36	A.e. D.a. E.a. G.a.										
Dalmellington	44	20	..	..	..	..	64	H.d.										..
Lethanhill	41	20	..	..	..	..	61	H.c,n.										
Waterside	33	20	..	..	..	..	53	H.l,n.										
Roman Catholic	64	..	..	..	..	..	64	..	..	..	68 10 0	68 10 0	..	51 7 6	..	..	17 2 6	..
DALRY S.B.	..	..	..	..	..	..	..	..	..	..	210 10 2	225 8 11	6 9 9	140 8 11	39 5 1	..	..	39 5 2
Dalry	49	206	..	..	..	..	255	C.a,b,c. G.bc,d. H.c,d,n.										
Kersland Barony	18	17	..	..	..	..	35	H.n.										
DREGHORN S.B.	..	..	..	..	..	..	..	..	..	..	124 6 9	129 3 9	0 14 0	76 11 6	25 19 1	..	..	25 19 2
Dreghorn	80	..	..	..	..	..	80											
Springside	28	..	..	..	..	..	28											
DUNDONALD S.B.	..	..	..	..	..	..	..	..	..	..	213 0 8	219 14 2	3 13 6	102 18 9	60 0 0	..	..	53 6 11
Dundonald	..	24	..	..	..	..	24	A.e. C.a. D.a. E. mn. H.n.										
Troon	58	93	..	..	..	29	131	A.e. B.f. C.a,b,s,t. E.mn. G.a,d. H.c,d,m,n.		n.								
DUNLOP S.B.	..	..	..	..	..	..	..	..	..	..	41 11 11	78 13 3	6 9 2	31 3 11	20 10 1	..	..	20 10 1
Dunlop	..	59	..	..	..	..	59	H.c,d.										

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† This amount includes a Credit Balance of £8 12s. 5d. brought forward from the Session 1905-6.

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.	£ s. d.
AYR—*contd.*																		
GALSTON S.B.	..	..	..	..	.	..	..	.. .. ..	..	..	292 8 5	300 18 5	8 10 0	217 13 1	84 10 8	..	..	40 5 1
Galston	162	157	..	..	..	..	319	C.s,t. D.a. E.m. G.bc,mc,me. H.c,d,n.										
GIRVAN (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	107 1 4	107 1 4	..	37 16 2	..	..	..	69 5 2
Girvan Burgh..	..	38	..	..	..	10	38	A.e,g.C.a,b,c,s. E.a,g,mn. F.c.p.H.c.		m.								
IRVINE (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	812 17 7	870 1 7	57 4 0	501 9 6	126 1 7	..	..	185 6 6
Royal Academy	69	383	25	12	9	54	552	A.e. B.f,g. C.a,b,p,s,t. D.a,a(*p.t.*). E.a,g.F.s(*p.t.*). H.c,d,m,n.	i.	n.p.w.c.								
IRVINE (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	36 18 3	39 10 3	2 12 0	27 13 8	4 12 3	..	..	4 12 4
Annick Lodge..	44	15	..	..	..	..	59	H.n.										
KILBIRNIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	234 16 10	250 7 9	2 5 0	172 16 9	31 0 0	..	..	44 6 0
Glengarnock	..	109	..	..	..	..	109	E.m. G.e. H.n.										
Ladyland	89	60	..	..	..	..	149	H.n.										
KILMARNOCK (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	2,022 18 10	2,272 4 10	231 6 0	1,517 4 1	255 0 0	..	..	268 14 9
Academy	..	217	..	..	..	..	217	A.e. B.l. C.a,b,c,s,t. F.s,s(*pt.*). G.el, p,sh,w. H.d.	c,i,l,s.	p.								
Bentinck	70	61	..	..	..	..	131	H.n.										
Dundonald Road Grammar School	..	42	..	..	..	..	42	C.w. G.a,d.										
Hamilton	32	69	..	..	..	..	101	E.m. H.n.										
High Street	34	..	..	..	..	..	34											
Loanhead	126	287	..	..	..	..	413	C.b,s. E.m. H.c,d,n.										
Science and Art School ..	..	120	45	44	13	..	222	D.a. G.bc,mc,me,ps,s. H.t.	a,l.									
KILMAURS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	137 18 8	145 2 0	..	82 16 3	31 2 11	..	..	31 2 10
Crosshouse	79	..	..	..	..	..	79											
Kilmaurs	81	28	..	..	..	..	109	A.e. C.a. H.n.										

KILWINNING S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	65 9 6	68 0 3	2 10 9	45 11 9	..	..	..	19 17 9
Kilwinning	81	29	..	..	..	..	110	D.a(*p.t.*) H.a,a.										
LARGS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	99 10 5	104 3 3	..	66 18 1	..	..	..	37 5 2
Largs	22	106	..	..	..	..	128	C.a,b. E.a,mn. G.a,g. H.d.										
LOUDOUN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	281 8 7	288 1 7	3 3 6	156 15 10	79 0 1	..	..	49 2 2
Darvel	34	66	..	..	..	..	100	H.c,d.										
Newmilns	38	168	..	..	..	.	206	B.f. D.a. G.bc. H.c,d.										
Newmilns, Lady Flora's ..	..	60	..	..	..	..	60	Hn.	..	..	86 17 6	40 7 6	..	26 10 10	5 3 4	8 13 4	..	..
MAUCHLINE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	52 15 7	53 8 1	0 12 6	38 17 8	6 18 11	..	..	6 19 0
Mauchline	24	50	..	..	..	..	74	H.d.										
MAYBOLE AND MAYBOLE WEST CHURCH S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	230 5 6	230 5 6	..	142 13 10	50 6 0	..	..	37 5 8
Cairn	60	92	..	..	..	12	157	A.e. C.a,b,c,s. H.n.		p.								
Carrick Academy	..	34	..	..	..	..	84	C.w. G.a,bc,d,g,sh.										
MUIRKIRK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	117 19 10	118 19 10	1 0 0	77 3 11	20 7 11	..	..	20 8 0
Furnace Road..	34	44	..	..	..	..	78	A.e. D.a. E.m.										
Glenbuck	10	43	..	..	..	..	53	A e. C.a. H.n.										
Furnace Road (County Council)	..	6	5	2	8	..	21		i.	..	*See*	under Ayr	County	Technical	Educatio	n Commit	tee.	
NEW CUMNOCK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	84 19 4	86 14 4	1 15 0	49 0 4	17 19 5	..	..	17 19 7
Bank	56	..	..	..	..	..	56											
Dalleagles	16	..	..	..	..	..	16											
New Cumnock	30	7	..	..	..	..	37	H.n.										
Bank (County Council) ..	..	14	5	..	..	..	19		i.	..	*See*	under Ayr	County	Technical	Educatio	n Commit	tee.	
OCHILTREE S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	23 0 6	23 0 6	..	10 9 4	..	..	..	12 11 2
Sinclairston	23	..	..	..	..	..	23											
OLD CUMNOCK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	100 1 4	113 6 10	13 5 6	65 2 11	40 4 7	..	..	..
Garallan	..	32	..	..	..	..	32	A.e. E.g,mn. G.a,d.										
Old Cumnock	37	68	..	..	..	..	105	G.d,m. H.d.										
RICCARTON S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	230 0 0	231 6 0	1 6 0	172 10 0	28 15 0	..	..	23 15 0
Hurlford	72	80	..	..	..	..	152	C.a,w. G.a,d. H.n.	•									
Riccarton	..	36	..	..	..	..	36	G.a,bc,g.										
Riccarton (County Council) ..	..	20	..	..	..	..	20	E.m. G.mi.	..	..	*See*	under Ayr	County	Technical	Educatio	n Commit	tee.	
STAIR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	26 7 0	26 7 0	..	19 15 3	3 6 4	..	..	3 5 5
Stair	27	12	..	..	..	..	39	E.a,g,mn. G.a.										
STEVENSTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	270 4 10	299 7 10	13 5 0	202 18 7	42 6 4	..	..	41 2 11
Kyleshill	37	90	..	..	..	..	127	C.b,s. H.n.										
Stevenston	51	162	..	..	..	..	213	C.b,s,t. D.a. E.m. G.a,mc. H.n										
Stevenston (County Council)..	..	48	..	..	..	..	48	H.b.	i.		*See*	under Ayr	County	Technical	Educatio	n Commit	tee.	

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was Met: Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance: Subscriptions or other Sources. £ s. d.	Rates. £ s. d.
AYR—*contd.*																		
Stewarton S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	123 12 1	148 12 3	10 2 3	82 10 3	7 10 0	..	..	48 9 9
Stewarton	47	111	..	..	..	..	158	C.s,t. G.bc,d,m. H.c,d.										
Straiton.																		
Patna (County Council) ..	..	8	10	5	8	..	31		L.		*See*	under Ayr	County	Technical	Educatio	n Commit	tee.	
Tarbolton S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	91 6 11	91 6 11	..	56 10 6	12 14 8	..	..	22 1 9
Annbank New	40	33	..	..	..	..	73	H.d.										
Tarbolton	..	25	..	..	..	..	25	H.d.										
Annbank (County Council) ..	..	3	4	6	13	..	25		L.	..	*See*	under Ayr	County	Technical	Educatio	n Commit	tee.	
West Kilbride S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 15 0	21 2 6	7 7 6	10 6 3	1 14 4	..	..	1 14 5
West Kilbride	..	39	..	..	..	..	39	H.d.										
BANFF.																		
Alvah S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	27 12 5	27 12 5	..	16 15 10	..	..	..	10 16 7
Alvah	..	14	..	..	..	..	14	A.e. C.a,b,w. E.mn.										
Linhead..	..	19	..	..	..	..	19	A.e. E.mn.										
Banff (Burgh) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	93 6 2	106 3 8	12 17 6	68 6 9	.	..	..	24 19 5
Academy	..	108	..	..	..	..	108	C.a,b,s. F.c. G.mc. H.a,c,d.										
Boharm S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	12 10 0	12 10 0	..	8 8 0	..	..	..	4 2 0
Maggieknockater	29	..	..	..	..	..	29											
Fordyce S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	17 4 1	17 4 1	..	7 14 2	..	..	..	9 9 11
Brodiesord	..	15	..	..	..	..	15	A.e,g. C.a.										

GAMPIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	-	..	148 2 9	158 2 9	..	88 8 11	..	..	..	69 18 10
Longmanhill	15	..	..	..	..	..	15												
Macduff	33	178	..	..	..	12	211	A.e. C.a,s. D.a, E.mn. H.d,n,w.			p.h.								
GRANGE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	17 0 0	17 0 0	..	8 8 4	..	..	..	8 11 8
Crossroads	..	21	..	..	..	..	21	C.c. E.mn. G.ag,su.											
INVERKEITHNY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	8 2 0	8 2 0	..	8 15 10	..	..	..	4 6 2
Kirktown	..	13	..	..	..	..	13	A.e. C.a.											
KEITH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	110 5 3	115 13 3	2 5 0	82 18 11	10 6 8	..	..	20 7 8
Grammar School	16	73	..	..	..	..	89	C.s. D.a(p.t.). F.a(p.t.).											
Newmill	42	..	..	..	..	..	42												
MORTLACH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	20 9 6	23 0 0	2 10 6	11 8 6	..	..	..	9 1 0
Mortlach	..	24	..	..	..	..	24	A.e.C.a,b,s.											
RATHVEN S.B.	..	..	..	..	..		..	.. .. ..	..	..	..	69 4 6	69 4 6	..	38 19 2	..	..	39 2 7*	..
Buckie	19	41	..	..	..	..	58	D.a(p.t.) F.s(p.t.)											
Findochty	11	..	..	..	..	..	11												
ROTHIEMAY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	16 7 9	16 7 9	..	9 0 10	..	..	..	7 6 11
Rothiemay	..	10	..	..	..	..	10	E.mn. F.p.; G 1.											
BERWICK.																			
CHIRNSIDE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	24 19 4	26 18 10	1 14 6	13 10 5	..	..	..	11 8 11
Chirnside	..	31	..	..	..	..	31	C.a,s. E.mn.											
COLDSTREAM S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	20 14 4	21 19 4	1 5 0	15 10 9	..	..	..	5 8 7
Hirsel Law	31	..	..	..	..	..	31												
ECCLES S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	18 5 0	19 0 0	0 15 0	13 13 4	.	..	..	4 11 8
Leitholm	27	..	..	..	..	..	27												
GREENLAW S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	19 14 2	21 9 2	1 15 0	13 6 5	..	..	..	6 7 9
Greenlaw	28	..	..	..	.	..	28												
HUME AND STICHILL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	12 0 0	12 0 0	..	8 0 0	..	..	..	4 0 0
Hume	14	..	..	..	..	..	14												
HUTTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	57 1 10	63 0 4	5 18 6	32 12 1	..	..	..	24 9 9
Hutton	..	22	..	..	..	..	22	A.c. C.a.											
Paxton	..	46	..	..	..	..	46	A.c C.a. H.n.											
LANGTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	19 18 4	22 15 4	2 12 6	11 15 6	..	..	..	8 7 4
Langton	..	14	..	..	..	14	23	A.e. C.a			m.								
SWINTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	19 2 9	21 10 8	2 7 6	9 19 4	..	..	..	9 8 5
Swinton	19	..	..	..	..	..	19												

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BUTE.																		
CUMBRAE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	53 12 8	70 2 6	1 0 0	28 2 5	..	..	..	41 0 1
Cumbrae	..	35	..	..	..	..	35	A.c,e. C.a,b,w. E.g.mn. H.c,d.										
KILBRIDE S.B.	..	..	..	..	..	..	.	.. .. ..	..	..	27 17 8	87 17 8	..	20 18 3	..	..	..	16 19 5
Corrie	..	15	..	..	..	...	15	H.w										
ROTHESAY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	165 12 7	173 3 9	7 11 2	108 15 9	..	..	..	56 16 10
Academy and Thomson's Institute	..	9	..	..	..	..	9	D.a.										
Rothesay	26	145	..	..	..	..	171	A.e. B.l. C.a,b,s. E,m. G.bc. H.c,n.										
CAITHNESS.																		
LATHERON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	11 19 6	13 9 6	..	7 5 0	..	..	..	6 4 6
Lybster	..	6	..	..	..	..	6	F.s(p.t.)										
OLRIG S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	16 14 3	17 14 2	..	11 10 9	..	..	..	6 3 5
Castletown	..	14	..	..	..	..	14	A.e,g. C.a. E.g,mn.										
WATTEN S.B	..	..	..	..	..	..	..	.. .. ..	..	..	13 17 8	13 17 8	..	12 2 11	..	..	0 18 11*	1 0 10
Gersa	..	22	..	..	..	..	22	F.b.										
WICK (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	168 2 4	183 7 11	15 5 7	98 18 0	..	..	..	69 4 4
Pulteneytown Academy ..	..	129	..	..	..	..	129	A.c,e. C.a,b,s. D.a,s(p.t.). E.mn, F.s.(p.t.) H.a,c.										
CLACKMANNAN.																		
ALLOA (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,003 13 4	1,096 2 11	86 4 9	698 11 5	148 10 1	..	15 0 0	147 7 8
Academy	..	174	92	47	10	..	297	D.a(p.t.)	a,c,l,l,s.									
Alloa Burgh	33	..	..	..	..	..	33											
Kilncraigs	..	220	..	..	..	..	220	H.c,l,m.										
Sunnyside	..	118	..	..	..	..	118	H.d,n.										

Alloa (Landward) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	210 15 9	217 11 6	6 9 9	150 14 6	17 0 0	..	..	43 7 3
Alloa Parish	69	73	..	..	..	..	142	H.d,n.										
Sauchie	30	18	..	..	..	..	48	H.n.										
Alva S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	168 16 9	187 11 9	18 15 0	100 7 6	41 8 1	..	9 13 6	17 7 8
Academy	..	115	..	..	..	..	115	C.a,b,s,t. D.a. F.p. G.m,mc,w. H.c,d,l,n,w.										
Menstrie	..	21	..	..	..	..	21	H.n.										
Clackmannan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	84 0 6	88 18 0	4 17 6	47 6 3	..	..	..	36 14 3
Clackmannan	..	80	..	..	..	..	80	A.e,p. C.a,s. F.h. H.c,d,l.										
Tillicoultry S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	309 15 4	321 0 4	11 5 0	207 14 0	28 0 0	..	..	74 1 4
Coalsnaughton	18	60	..	..	..	..	68	C.a,b,c,g,w. H.d,n.										
Tillicoultry	40	192	..	..	..	..	232	B.f,l. C.b,s. D.a(*p.t.*). G.mc,w. H.c,d,n,w.										
DUMBARTON.																		
Bonhill S.B.	..	..	..	..	..	..	..	.. .. .	..	..	452 4 8	459 14 8	7 10 0	339 3 6	99 4 1	..	..	13 17 1
Bonhill	54	85	..	..	..	..	139	C.a,b. H.d.										
Jamestown South	39	41	..	..	..	..	80	H.c,d.										
Vale of Leven Academy ..	54	202	42	11	..	..	309	H.c,d.	c,i.									
Cardross S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	129 6 11	159 2 0	5 9 7	79 18 5	..	..	..	73 14 0
Cardross	..	31	..	..	..	..	31	C.s. H.d.										
Renton	..	205	.	..	..	..	205	C.s,t. H.c,d.										
Cumbernauld S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	42 5 10	42 5 10	..	23 19 1	7 0 3	..	..	11 6 6
Cumbernauld	33	31	..	..	..	..	64	H.d.										
Dumbarton (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	717 4 10	922 10 1	147 5 3	587 18 7	79 10 0	..	28 11 6	129 4 9
Academy	..	153	50	30	10	..	243	C.s. D.a,s(*p.t.*). E.d. G.g,m,mc,na,s.	a,i.									
College Street	53	35	..	..	..	..	88	G.a,d,g,m.										
Knoxland	66	84	..	..	..	..	150	G.a,d,g,m.										
West Bridgend	60	..	..	..	..	..	60											
Kirkintilloch (Burgh) S.B.	..	..	..	..	..	..	..	.. .. ..	..	.. .	188 16 4	216 5 2	24 11 6	115 8 9	31 10 0	..	..	44 14 11
Lairdsland	12	55	..	..	..	21	88	C.b,s. G.ml. H.d.		n.								
Townhead	30	67	..	..	..	37	134	G.bc,g,m,mc.		n.								
Kirkintilloch (Landward) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	98 18 10	98 18 10	..	41 18 0	13 19 0	..	..	43 1 10
Twechar	29	70	..	..	..	..	99	A.e. H.a,c,d.										
Kirkintilloch (Landward), Cumbernauld and Cadder Combined S.B.	..	—	..	..	..	..	..	.. .. ..	..	..	96 8 7	96 8 7	..	66 10 2	..	..	..	29 18 5
Condorrat	43	50	..	..	..	..	87	C.a,c.g,s. E.mn. H.c,d.										

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code)	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.	£ s. d.	£ s. d.	Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
DUMBARTON—*contd.*																		
New Kilpatrick S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	248 13 7	245 8 7	1 15 0	91 14 1	10 0 0	..	..	141 19 6
Craigton	8	..	..	..	..	..	8											
Garscadden	39	..	..	..	..	..	39											
Milngavie	23	35	..	..	..	16	63	C.a,b,c,s. D.a. G.bc. H.n.		m								
Temple	24	27	..	..	..	..	51	G.m. H.d.										
Old Kilpatrick S.B. ..	..	..	.	..	..	..	..	.. .. ..	..	..	2084 12 10	2431 18 4	185 2 8	1561 1 1	209 5 8	..	..	476 8 11
Clydebank	86	790	124	46	..	..	1046	A.e. B.f. C.a,b,s,t. D.a.(p.t). E.m. G.b,na,p. H.a,c,d,l,m,n.	1.									
Dalmuir	36	57	..	..	..	19	106	C.b,s. E.m. H.c,d,m.		n								
Duntocher	88	133	..	..	..	..	171	D.a. E.m. H.c,d,n.										
Elgin Street	38	154	..	..	..	9	201	C.b,s,t. D.a. E.m. H.d,n,m,s.		e								
Gavinburn	23	38	..	..	..	..	61	G.m. H.c,d,n.										
Milton	21	28	..	..	..	..	49	C.s. H.d.										
Rosneath, S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 3 9	17 16 3	4 12 6	9 17 10	..	..	..	3 5 11
Kilcreggan	..	14	..	..	..	34	45	A.e.		m.								
Row S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	361 11 10	401 12 5	40 0 7	190 16 1	80 10 0	..	..	90 5 9
Helensburgh Clyde Street ..	17	265	..	..	..	107	362	A.e. C.a,b,s. D.a. F.m. G.bc,m. H.c,d,l,m,s.		n,p.								
DUMFRIES.																		
Annan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	95 6 4	102 3 4	2 18 6	71 9 9	..	..	..	23 0 1
Academy	..	80	..	..	..	..	80	A.e. C.a,b,s,t. G.bc. H.d.										
Newbie (Local Committee) ..	..	25	4	2	..	..	31	.. .. ..	1.	..	27 4 0	44 16 10	8 16 2	20 8 0	..	..	15 12 8	–

DUMFRIES (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	163 5 7	496 0 3	32 14 8	347 9 2	..	..	.	115 16 5
Academy	..	201	69	20	15	69	286	A.e. B.f,g,l. C.a,b,s,t. D.s(p.t.). G.d.	a,c,i.	p.								
George Street	..	129	..	..	..	..	129	H.c,d,e,n.										
St. Andrew's Roman Catholic..	18	60	..	..	..	..	77	C.b,t. H.c,d,n, ...	..	..	73 0 5	81 5 11	8 5 6	34 3 1	..	..	88 17 4	..
KIRKPATRICK FLEMING S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	18 12 3	18 12 3	..	8 4 3	..	..	..	10 8 0
Kirkpatrick Fleming ..	..	12	..	..	..	..	12	A.e. C.a. E.mn.										
SANQUHAR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	26 0 4	26 7 1	..	19 10 3	..	..	..	6 16 10
Sanquhar	..	31	..	..	..	..	31	A.e. C.a. E.mn.										
EDINBURGH COUNTY.																		
COCKPEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	31 1 7	32 1 1	0 19 6	19 2 0	..	..	..	11 19 7
Bonnyrigg	26	21	..	..	..	..	26	C.b,s. G.d.										
Bonnyrigg (County Committee)	..	13	..	..	..	..	13	H.c.	..	..	*See* under Edinburgh County Committee on Secondary Education.							
CORSTORPHINE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	26 8 6	26 8 6	..	8 17 9	..	..	..	17 10 9
Corstorphine	14	12	..	..	..	..	26	A.e.										
CRAMOND.																		
Davidson's Mains (County Committee)	..	17	..	..	..	..	17	H.d.	..	..	*See* under Edinburgh County Committee on Secondary Education.							
CRICHTON.																		
Pathhead (County Committee)	..	18	..	..	..	..	13	H.c.	..	..			do.		do.			
CURRIE.																		
Currie (County Committee)	..	37	..	..	..	..	37	C.s, H.c,d.	..	..			do.		do.			
EDINBURGH COUNTY COMMITTEE ON SECONDARY EDUCATION	..	..	..	..	..	..	..	.. .. ..	..	..	464 11 1	488 13 0	24 1 11	129 12 3	334 18 10	..	..	..
Cockpen, Bonnyrigg	..	18	..	..	..	..	13	H.c.										
Cramond, Davidson's Mains	..	17	..	..	..	..	17	H.d.										
Crichton, Pathhead	..	18	..	..	..	..	13	H.c.										
Currie	..	37	..	..	..	..	37	C.s. H.c,d.										
Lasswade, Rosewell	..	33	..	..	..	..	33	H.c,d.										
Liberton	..	9	..	..	..	..	9	H.d.										
Liberton, New Craighall ..	..	31	..	..	..	..	31	H.d.										
Liberton, Niddrie	..	14	..	..	..	..	14	H.d.										
Mid-Calder	..	76	..	..	..	..	76	C.s, F.m. G.mc. H.c,d,l.										
Penicuik	..	63	..	..	..	..	63	C.s. H.c,d.										
Ratho	..	18	..	..	..	..	13	H.c.										
West Calder	..	48	..	..	..	..	48	G. mc. H.c.										

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was Met: Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
EDINBURGH COUNTY—*continued.*																		
INVERESK (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	18 15 5	18 15 5	..	14 1 7	..	..	..	4 13 10
New Craighall	35	..	..	..	..	..	35											
KIRKNEWTON & EAST CALDER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 3 0	24 9 0	0 4 0	13 16 7	..	..	1 2 0	9 6 5
Oakbank	9	13	..	..	..	..	22	A.e. C.a. D.a. E.a,m,mn.										
LASSWADE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	122 3 0	125 5 6	3 2 6	90 19 3	..	..	..	31 3 9
Lasswade	..	27	..	..	..	..	27	A.e.-C.a,b,s. E.g.										
Loanhead	31	29	..	..	..	..	31	C.b,s.										
Pentland	..	26	..	..	..	24	26	C.a.c,w. D.a., E.m. H.a,n.		m								
Roslin	..	64	..	..	..	..	64	H.e,n.										
Rosewell (County Committee)	..	33	..	..	..	..	33	H.c,d.	..	..	*See* under Edinburgh County Secondary Education Committee.							
LIBERTON.																		
Liberton (County Committee)	..	9	.	..	..	..	9	H.d.	..	..	*See* under Edinburgh County Secondary Education Committee.							
New Craighall (County Committee)	..	31	..	..	..	..	31	H.d.	..	..			do.		do.			
Niddrie (County Committee)..	..	14	..	..	..	..	14	H.d.	..	..			do.		do.			
MID CALDER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	87 0 3	93 16 3	2 12 6	57 9 10	..	..	4 3 6	29 10 5
Bellsquarry	..	10	..	..	.	..	10	C.a., E.a,g,mn.										
Mid Calder	20	36	..	..	..	..	56	C.a., D.a., E.a,g,mn.										
Pumpherston	27	..	..	..	..	..	27											
Mid-Calder (County Committee)	..	76	..	..	..	..	76	C.s. F.m. G.mc. H.c,d,l. ..	..	..	*See* under Edinburgh County Secondary Education Committee.							

MUSSELBURGH (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	83 9 0	87 14 0	4 5 0	52 15 1	..	..	..	30 18 11
Grammar School	16	26	..	..	..	38	50	C.b,s.										
Newbigging	28	17	..	..	..	..	45	A.e., C.a.w., D.a., E.mn. F.b.										
NEWBATTLE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	48 0 0	48 0 0	..	19 9 5	..	..	..	28 10 7
Newbattle	3	60	..	..	..	..	63	C.a,b,s. G.d.										
PENICUIK.																		
Penicuik (County Committee)	..	63	..	..	..	..	63	C.s. H.c,d.	..	..	*See* under Edinburgh County Secondary Education Committee.							
RATHO.																		
Ratho (County Committee)	..	13	..	..	..	..	13	H.c.	..	..			do.		do.			
WEST CALDER S.B.	..	..	..	..	..	..	..	.. .. .	..	..	56 11 11	65 12 5	3 17 0	16 17 7	18 0 11	..	..	26 16 11
Cobbinshaw	..	7	..	..	..	..	7	A.e. G.m.										
West Calder	..	47	..	..	..	..	47	C.a,b,s. G.m.										
West Calder (County Committee)	..	48	..	..	..	..	48	G.mc. H.c.	..	..	*See* under Edinburgh County Secondary Education Committee.							
EDINBURGH CITY.																		
EDINBURGH (CITY) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	7874 0 2	7989 19 7	229 3 6	5580 10 1	..	..	..	2180 6 0
Boroughmuir	22	380	..	..	..	..	402	Ae, B.f. C.a,s. D.a(*p.t.*). F.s(*p.t.*). H.c,m.										
Broughton	..	61	..	..	..	..	61	F.s(*p.t.*).										
Bruntsfield	58	243	..	..	..	79	306	A.e. C.a,b,f,p,s.t. H.c,d,m,n.		p.								
Castle Hill	168	..	..	..	..	40	168			p.								
Causewayside	57	255	..	..	..	..	312	C.b,f,s. H.c,d,m,n.										
Dalry	22	176	..	..	..	25	205	A.e. C.a,b,p,s,t. H.c,d,m,n.		p.								
Gorgie	70	305	24	..	..	..	399	C.a,b,f,p,s. D.a. G.d,g,m. H.c,d,m,n,w.	i									
Leith Walk	..	294	11	..	..	83	388	C.a,b,f,p,s,t. D.a. G.d,g,m, H.w.	i.	p.								
London Street	43	213	..	..	..	74	257	A.e. C.a,b,f,p,s. H.c,d.		p.								
Lothian Road	..	340	18	..	..	..	358	A.e. C.a,b,f,g,p,s. D.a. G.bc,d,g,m. H.w.	i									
North Canongate	24	83	..	..	..	..	107	A.e. C.a. H.c,d,m,n.										
North Merchiston	119	90	..	.	.	130	220	A.e,g,h. C.a.		p.								
Portobello	32	170	..	..	..	..	202	A.e. C.a,b,f,s. G.bc,g,m,mc. H.c,d,l,m,n,w.										
Regent Road	108	177	..	..	..	..	285	A.c,e. C.a,b,p,s. H.c,d,m,n.										
St. Bernard's	39	82	..	.	..	..	121	C.a,b,s,t. H.c,d,m,n.										
St. Leonard's	76	107	..	..	..	..	183	A.e,g. C.a,b,p,s. D.a.										
Sciennes	..	206	15	..	..	101	322	C.a,b,p,s. D.a. F.p. G.d,g,m. H.w.	i	p.								
South Bridge	71	128	..	..	..	..	199	A.e. C.a. G.g,m. H.d,m,n,w.										
Stockbridge	110	89	..	..	..	..	199	C.a,b,s. E.mn. G.d,g. H.w.										
Torphichen Street	59	63	..	..	..	..	122	C.a,b,p,s. H.c,d,m,n.										
Royal Institution	..	144	39	64	108	..	405	.. .. ..	a.	..	2258 18 11	3260 2 5	626 19 6	1694 0 5	..	..	939 2 6	..
Typographia	..	113	..	..	..	..	113	G.t.	..	..	176 0 4	185 15 4	9 15 0	45 18 0	85 0 0	..	45 2 4	..

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN							SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV.	£ s. d.	£ s. d.	Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	BALANCE. Subscriptions or other Sources. £ s. d.	BALANCE. Rates. £ s. d.
LEITH (BURGH.)																		
LEITH (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	4,268 16 9	4,781 19 4	258 2 3	2,432 0 5	200 0 0	200 0 0	101 3 0	1,540 13 8
Academy & Technical College	..	174	147	90	2[illegible]	..	613	C.a. D.a. F.h,s(*pt.*). G.ag. H.a,c,d,e,i,l,s,w,	a,c,i,l,s.									
Bonnington Road	25	63	..	..	..	..	88	C.a,b,c,s. E.d,m. H.c,d,m,n.										
Couper Street	17	129	..	..	..	..	146	H.c,d,l,m,n.										
Great Junction Street ..	149	..	..	..	..	..	149											
Lochend Road	81	86	..	..	..	..	117	H.c,d,l,m,n.										
Lorne Street	60	110	..	..	..	..	170	A.e,C.a,b,c,s. G.m. H.c,d,l.										
Newhaven, Victoria	83	72	..	..	..	..	106	C.a,g. D.a. E.a,mn. G.d,m. H.c,d.l,m,n.										
North Fort Street	53	122	..	..	..	..	175	C a,b,c,s. E.m. H.d,m.n.										
Yardheads	52	109	..	..	..	..	161	A.e,p. C.a,b,c,s. G.m. H.c,d,m,n.										
ELGIN.																		
BELLIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	47 18 1	51 0 1	3 2 0	27 17 1	..	..	..	20 1 0
Bellie	..	10	..	..	..	..	10	A.e. C.a.										
Fochabers, Milne's Institution	..	28	..	..	..	..	28	A.e,h,l. C.a,b. E.m. F.a.										
ELGIN (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	257 18 9	264 12 9	6 14 0	174 5 10	..	..	..	83 12 11
Academy	26	89	..	..	..	.	115	A.e,g. B.f,l. C.a,b,s. E.m. F.c.										
Girls' Technical School ..	..	117	..	..	..	..	117	H.c,d,l.										
Victoria School	..	70	26	25	..	..	121	D.a. H.w.	a.a.	..	189 2 4	216 2 4	17 0 0	141 16 9	33 7 9	..	31 12 3*	
ELGIN (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..		..	20 0 10	20 0 10	..	15 0 7	..	..	..	5 0 3
Mosstowie	27	..	..	..	..	..	27											
FORRES (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	120 1 6	120 1 6	..	55 10 8	12 17 0	..	..	51 13 10
Forres (Burgh)	28	90	..	..	..	..	118	B.f,l. C.a. Da(*p.t.*). E.m. G.bc,mc. H.d.										

KINLOSS S.B	..	..	..	..	..	..	..	.. ..	..	..	..	16 16 7	16 16 7	..	12 12 5	..	..	..	4 4 2
Findhorn	..	14	..	..	..	..	14	H.c.											
ROTHES S.B.	..	..	..	..	..	..	..	.. ..	..	..	..	20 16 1	22 19 7	2 3 6	15 12 1	..	..	..	5 4 0
Rothes	..	32	..	..	..	..	32	H.c,l.											
FIFE.																			
ABERDOUR S.B.	..	..	..	..	..	..	..	.. ..	..	..	..	21 17 6	21 17 6	..	16 8 1	..	..	..	5 9 5
Donibristle Colliery	..	24	..	..	..	..	24	D.a. E.g,mn.											
ANSTRUTHER EASTER.																			
Anstruther Easter (County Committee)	..	38	..	..	..	..	38	H.c,l. ..	..	..	..	*See* under Fife County Technical Education Committee.							
Waid Academy	..	16	..	..	..	..	16	D.a(p.t.). ..	..	..	..	25 0 9	26 18 3	1 17 6	10 15 0	9 15 9	4 10 0	..	..
ANSTRUTHER WESTER.																			
Anstruther Wester (County Committee)	..	44	..	..	..	..	44	H.d. ..	..	..	..	*See* under Fife County Technical Education Committee.							
AUCHTERDERRAN S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	..	116 3 6	125 13 6	9 7 6	68 0 5	10 0 0	..	..	38 5 7
Auchterderran	32	103	..	..	..	..	135	G.m,mi. H.d.n.											
Auchterderran (County Committee)	..	17	..	..	..	..	17	H.c. ..	..	..	..	*See* under Fife County Technical Education Committee.							
Auchterderran (Local Committee)	..	..	..	..	..	51	51	.. ..	..	..	m.	2 8 6	12 3 6	9 15 0	1 16 4	..	..	0 12 2	..
AUCHTERMUCHTY S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	..	42 0 0	42 0 0	..	23 13 2	8 0 0	..	..	10 1 10
Auchtermuchty	..	43	..	..	..	..	43	C.a.w. E.mn. G.g. H.n.											
BALLINGRY S.B...	..	..	..	..	..	..	..	.. ..	..	..	..	20 18 5	22 18 11	2 0 6	6 5 3	..	..	..	14 13 2
Ballingry	9	22	..	..	..	..	31	A.e. D.a. E.a,mn. G.a.											
BEATH S.B.	..	..	..	..	..	..	..	.. ..	..	..	..	199 3 10	211 10 10	5 7 0	133 11 6	31 18 6	..	..	40 13 10
Cowdenbeath	28	57	..	..	..	..	85	A.e. E.a,mn. G.a. H.d.n.						– –			–		–
Foulford	..	21	..	..	..	..	21	G.bc.											
Kelty	18	51	..	..	..	..	69	A.e. E.a,mn. G.a,d,m. H.d,n,w.											
Lassodie	22	19	..	..	..	..	41	H.d,n.											
Cowdenbeath (County Committee)	..	128	16	27	..	..	145	A.e. D.a(p.t.). F.c. G.e,ne,a.	..	i.	..	*See* under Fife County Technical Education Committee.							
BURNTISLAND (BURGH) S.B...	..	..	..	..	..	..	..	.. ..	..	..	..	210 12 0	231 0 6	20 8 6	127 16 11	68 11 0	..	..	14 4 1
Burntisland	..	105	15	6	..	..	126	C.a,t. D.a(p.t.). H.d.	..	i.									
CARNOCK.																			
Cairneyhill (County Committee)..	..	16	..	..	..	..	16	H.c,l. ..	..	..	..	*See* under Fife County Technical Education Committee.							
Oakley St. Margaret's R.C. (County Committee) ..	..	27	..	..	..	..	27	H.c,l. ..	..	..	..			do.		do.			

* This amount includes a Credit Balance of £21 12s. 3d. brought forward from Session 1905–6.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
			Division III.														Balance.	
	Division I.	Division II. (including First Year of Division III.).	Second Year.	Third Year.	Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Ceres.																		
Bridgend (County Committee)	..	31	..	..	..	..	31	H.d.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
Collessie S.B.	..	..	..	..	..	..	..	..	..	..	16 10 0	16 10 0	..	8 0 3	6 7 4	..	..	2 2 5
Collessie	..	17	..	..	..	..	17	A.e. C.c.										
Ladybank (County Committee)	..	45	..	..	..	..	45	C.s,t. H.m.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
Crail.																		
Crail (County Committee)	..	40	..	..	..	..	40	C.s,t. H.m.	..	..		do.		do.				
Cupar (Burgh)																		
Castlehill (County Committee)	..	189	..	..	..	..	189	C.a,t. D.a, a(*p.t.*). F.a.(*p. t.*). H.d,n,t,	..	..		do.		do.				
Dairsie.																		
Dairsie (County Committee)	..	20	..	..	..	..	20	H.d.	..	..		do.		do.				
Dalgety S.B	..	..	..	..	..	..	..	..	..	..	17 5 3	17 12	0 7 0	7 17 6	8 0 0	..	..	6 7 9
Hillend	10	..	..	..	..	..	10											
Dunfermline (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,870 5 6	2 015 4 1	115 11 0	1,171 10 8	240 0 0	..	..	488 2 5
High School	..	141	..	..	..	..	141	A.e. B.f. C.a,b s. H.n.										
Lauder Technical School	..	249	66	44	40	12	350	C. b, f, p. D.a. F.c,m. G.ar,g,m, p,su. H.t.	a,i.	p.								
Pittencrieff	9	36	..	..	..	.	45	A.e. C.a,g. H.l,m.										
Queen Anne	21	286	..	..	..	..	307	A.e. C.a,b,s,t. H.c,d,n.										
Lauder Technical School (County Committee)	..	49	..	..	..	..	49	D.a(*p.t.*)	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
Dunfermline (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	81 0 1	82 0 7	1 0 6	81 14 8	18 0 0	..	..	31 5 5
Charlestown	..	23	..	..	..	..	23	A.e. F.p. G.a,d.										

Halbeath	19	..	..	..	..	..	19											
Townhill	17	13	..	..	..	..	30	H.n.										
Charlestown County Committee)	..	35	..	..	..	..	35	H.d.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	ion Com	mittee.		
Crossgates (County Committee)	..	35	..	..	..	..	35	H.c,l.	..	..		do.		do.				
Halbeath (County Committee)	..	28	..	..	..	..	28	H.c,l.	..	..		do.		do.				
DYSART (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	510 16 0	525 18 1	14 16 1	354 16 8	..	70 0 0	..	86 5 9
Dysart Burgh	23	20	..	..	..	..	43	H.d.										
Gallatown	17	..	..	..	..	..	17											
Pathhead	58	174	..	..	..	..	232	A.g. C.a,b,s,t,w. H.c,d.										
Sinclairtown	..	44	14	..	..	..	58	D.a,s(*p.t.*). F.s(*p.t.*).	i.									
ELIE.																		
Elie (County Committee) ..	..	72	..	..	..	..	72	C.a,b. E,mn. G.bc. H.c,l.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
FALKLAND.																		
Falkland (County Committee)	..	29	..	..	..	..	29	H.a.				do.		do.				
FERRYPORT-ON-CRAIG.																		
Ferryport-on-Craig (County Committee)	..	120	..	..	..	..	120	C.st. D.a. H.c,l.				do.		do.				
FIFE COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	.. .. ..	..	..	1908 17 11	2197 17 5	249 19 6	1431 13 5	516 4 6	..	..	..
Anstruther Easter	..	38	..	..	..	..	38	H.c,l.										
„ Wester	..	44	..	..	..	..	44	H.d.										
Auchterderran	..	17	..	..	..	..	17	H.c.										
Beath, Cowdenbeath	..	128	16	27	..	..	145	A.e. D.a (*p.t.*). F.c. G.e,me,s. ..	i.									
Carnock, Cairneyhill	..	16	..	..	..	..	16	H.c,l.										
„ Oakley, St. Margaret's R.C.	..	27	..	..	..	..	27	H.c,l.										
Ceres, Bridgend..	..	31	..	..	..	..	31	H.d.										
Collessie, Ladybank	..	45	..	..	..	..	45	C.s,t. H.m.										
Crail	..	40	..	..	..	..	40	C.s,t. H.m.										
Cupar (Burgh), Castle Hill ..	..	189	..	..	..	..	189	C.s,t. D.a,s(*p.t.*). F.s.(*p.t.*). H.d,n,t.										
Dairsie	..	20	..	..	..	..	20	H.d.										
Dunfermline (Burgh), Lauder Technical School.	..	49	..	..	..	..	49	D.a(*p.t.*).										
Dunfermline (Landward), Charlestown.	..	35	..	..	..	..	35	H.d.										
Dunfermline (Landward), Crossgates.	..	35	..	..	..	..	35	H.c,l.										
Dunfermline (Landward), Halbeath.	..	28	..	..	..	..	28	H.c,l.										
Elie..	..	72	..	..	..	..	72	C.a,b E.mn. G.bc. H.c,l.										
Falkland	..	29	..	..	..	..	29	H.a.										
Ferryport-on-Craig	..	120	..	..	..	..	120	C.s,t. D.a H.c,l.										
Inverkeithing	..	23	..	..	..	..	23	H.c,l.										
Kilrenny, Cellardyke	..	72	..	..	..	..	72	H.d.										
Kirkcaldy Burgh	..	432	..	..	..	..	432	G.sp,w. H.d.										
Kirkcaldy (Burgh), Abbotshall	..	93	..	..	..	..	93	H.c,l.										
Largo, Lundin Mill	..	35	..	..	..	..	35	H.d.										
Lochgelly	..	21	..	..	..	..	21	D.a (*p.t.*).										

Name of Continuation Class Centre.	Number of Students Paid for in							Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.				Balance.	
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Markinch	..	57	..	..	..	..	57	C.s,t. H.d.										
„ Coaltown	..	51	..	..	..	..	51	H.d.										
„ Thornton	..	20	..	..	..	..	20	H.d.										
Monimail, Letham	..	16	..	..	..	..	16	H.d.										
Pittenweem	..	12	..	..	..	..	12	G.mc.										
St. Andrews, Madras College	..	106	..	..	..	..	106	C.b,c,s,t. D.a. H.c,l.										
Saline	..	24	..	..	..	..	24	H.c,l.										
Scoonie Leven	..	202	..	..	..	..	202	H.d.										
„ Greig Institute	..	45	21	14	..	..	80		i.									
Springfield	..	12	..	..	..	..	12	H.d.										
Wemyss, Buckhaven	..	..	..	..	..	62	62			n.								
„ Coaltown	..	16	..	..	..	..	16	H.d.										
„ Methill	..	181	..	..	..	..	181	H.d.n.										
Forgan S.B.	..	..	..	..	..	..	..	.. – ..	..	..	46 13 8	58 16 8	12 8 0	31 16 1	10 0 0	..	..	4 17 7
Newport	..	67	..	..	..	..	67	H.m,n.										
Wormit	..	37	..	..	..	..	37	H.n.										
Inverkeithing S.B.	..	..	..	..	..	..	..	.. ..	..	..	73 16 8	55 4 8	2 8 0	27 8 0	9 19 6	..	..	45 9 2
Inverkeithing	22	33	..	..	..	32	92	C.b,s,t. D a. H.n.		m.								
Inverkeithing (County Committee)	..	23	..	..	..	..	23	H.c,l. ..	..	..	*See* under Fife County Technical Education Committee.							
Kilrenny.																		
Cellardyke (County Committee)	..	72	..	..	..	..	72	H.d. ..	..	..		do.		do.				
Kinghorn S.B.	..	..	..	..	..	..	..	.. ..	..	..	40 7 6	50 10 0	1 2 6	20 15 7	15 3 6	22 14 5	–	–
Kinghorn	..	29	..	..	..	.	29	E.d,g,mn. G.s,d. H.d.										

KIRKCALDY (BURGH)[a] **S.B.** ..	..	..	..	..	..	..	..	.. .. ..	..	..	1,461 11 10	1,551 19 4	90 7 6	1,096 3 10	140 0 0	140 0 0	..	35 8 0
Abbotshall	78	84	..	..	..	..	162	C,n,b,s,w. E.mn. G.d. H.c,l,n.										
Dunnikier	112	113	..	..	..	..	225	C,a,b,s. H.c l,n.										
High school	..	224	48	20	17	..	308	A.e. B.f.g,l. C.a,b. D.a (*p.t.*) F.m,s (*p.t.*)	a,l.									
Abbotshall (County Committee)	..	93	..	..	..	..	93	H.c,l.	..	..	*See* under Fife County Technical Education Committee.							
Kirkcaldy Burgh (County Committee)	..	432	..	..	..	..	432	G,sp,w. H.d.	..	..		do.		do.				
School of Shorthand ..	..	81	..	..	..	..	81	C.p,s.	..	..	78 4 6	104 14 6	31 10 0	51 12 5	..	..	21 12 1	..
KIRKCALDY AND DYSART (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	15 16 0	15 16 0	..	5 10 10	8 11 2	..	..	1 14 0
Boreland	..	18	..	..	..	..	18	G.ml.										
LARGO.																		
Lundin Mill (County Committee)	..	35	..	..	..	..	35	H.d.	..	..	*See* under Fife County Technical Education Committee.							
LESLIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	87 11 10	102 8 10	8 10 0	46 0 9	5 0 0	..	..	42 18 1
Leslie	..	69	..	..	..	31	69	C.a,t. G.d,g. H.n.		n.								
LOCHGELLY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	189 6 5	207 0 0	3 0 0	110 2 11	25 0 0	..	..	68 17 1
Lochgelly	55	90	..	..	..	..	145	G.a,d,ml. H.n.										
Lumphinnans	21	42	..	..	..	..	63	H.d,n.										
Lochgelly (County Committee)	..	21	..	..	..	..	21	D.a (*p.t.*)	..	..	*See* under Fife County Technical Education Committee.						..	..
Lochgelly (Local Committee)	..	..	..	..	..	49	49	.. .. ..	..	m.	19 2 6	25 5 6	6 8 0	7 0 7	..	..	12 1 11	..
MARKINCH.																		
Coaltown (County Committee)	..	51	..	..	..	..	51	H.d.	..	..	*See* under Fife County Technical Education Committee.							
Markinch (County Committee)	..	57	..	..	..	..	57	C.a,t. H.d.	..	..		do.		do.				
Thornton (County Committee)	..	20	..	..	..	..	20	H.d.	..	..		do.		do.				
MONIMAIL.																		
Letham (County Committee)	..	16	..	..	..	..	16	H.d.	..	..		do.		do.				
NEWBURGH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	46 16 3	50 18 3	4 2 0	24 19 8	16 5 10	..	..	5 11 2
Newburgh	..	42	..	..	..	11	42	G.d. H.m,n.		n.								
PITTENWEEM.																		
Pittenweem (County Committee)	..	12	..	..	..	..	12	G.mc.	..	..	*See* under Fife County Technical Education Committee.							
ST. ANDREWS (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	56 15 5	59 2 11	2 7 6	29 15 4	10 0 0	..	..	17 0 1
St. Andrews Burgh	..	35	..	..	..		35	A.e,g. C.a,b,c,s,t.										
Madras College (County Committee)	..	106	..	..	..	..	106	C.b,c,s,t. D.a. H.c,l. ..	..	..	*See* under Fife County Technical Education Committee.							
ST. MONANCE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 8 3	24 9 8	1 1 0	1 14 7	..	..	..	7 13 8
St. Monance	35	..	..	..	..	..	35											

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in							Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Subscriptions or other Sources. £ s. d.	Rates. £ s. d.
FIFE—contd.																		
SALINE.																		
Saline (County Committee) ..	..	24	..	..	..	..	24	H.c,l.	..	..	*See* under Fife County Technical Education Committee							
SCOONIE S.B.	..	..	..	..	..	..	..	..	..	..	40 12 0	46 8 0	5 10 0	30 18 6	..	..	..	10 4 6
Leven	39	30	..	..	..	..	69	C.b,e.										
Leven (County Committee) ..	..	202	..	..	..	..	202	H.d.		..	*See* under Fife County Technical Education Committee							
Leven Greig Institute (County Committee)	..	45	21	14	..	..	80	..	f.	..		do.		do.				
SPRINGFIELD.																		
Springfield (County Committee)	..	12	..	..	..	..	12	H.d.	..	..		do.		do.				
STRATHMIGLO S.B.	..	..	..	..	..	..	..	..	..	..	30 0 0	31 10 0	1 10 0	15 17 4	8 0 0	..	..	6 2 8
Strathmiglo	10	48	..	..	..	..	58	C.w, H.n.										
WEMYSS S.B.	..	..	..	..	..	..	..	..	..	..	265 17 6	281 12 0	15 14 6	183 0 10	36 10 5	..	..	96 6 8
Buckhaven	15	16	6	8	..	..	40	D.a(*p.t.*). F.s(*p.t.*)	f.									
Coaltown	..	34	..	..	..	..	34	G.ml.										
Kirkland Crossroads	..	17	9	10	..	..	36	..	f.									
Methil	29	..	..	..	..	..	29											
Wemyss	19	..	..	..	..	..	19											
West Wemyss, Dorothy	20	..	..	..	..	18	38	..	..	p.								
Buckhaven (County Committee)	..	..	..	..	..	62	62	..	..	n	*See* under Fife County Technical Education Committee.							
Coaltown (do)	..	16	..	..	..	..	16	H.d.	..	..		do.			do.			
Methil (do.)	..	181	..	..	..	..	181	H.d.n.	..	..		do.			do.			
FORFAR.																		
ARBROATH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	302 11 6	'88 1 4	34 2 6	519 8 7	10 0 0	..	..	84 10 8
Cookery School	..	71	..	..	..	..	71	H.c.l.										
High School	..	261	26	15	12	56	341	B.f, D.a,a(*p.t.*). F.s(*p.t.*). H.a,d,m.	f.	m.p,wc.								
Parkhouse	50	130	..	..	..	..	180	A.e. C.a,b,s. G.m. H.w.										

BARRY S.B.	..	..	..	..	..	..	..	..	..	..	138 6 8	161 18 2	23 11 6	90 12 9	..	..	..	47 13 11
Carnoustie	..	146	..	..	..	..	146	C.a,b,s,t. D.a.(*p.t.*) G.bc,mc. H.d.										
BRECHIN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	419 0 1	452 15 1	33 15 0	314 5 1	39 6 11	..	..	65 8 1
High School	38	83	26	24	3	40	228	A.e. Ca,b,s,t. D.a(*p.t.*).	a,c,l.	p.								
Union street	..	115	..	..	..	..	115	H.c,d,l										
BROUGHTY FERRY S.B.	..	..	..	..	..	..	..	..	..	..	148 3 10	155 8 10	7 5 0	94 19 3	..	..	..	53 4 7
Grove Academy	35	84	..	..	..	..	116	A.e. C.a,b,s. D.a, E.g,m. F.n. G.b c,m,mc.										
FORFAR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	416 6 5	421 14 8	4 11 9	312 4 10	..	50 0 0	..	54 18 1
Academy	100	101	24	6	2	..	220	C.a,b,c,g,s,t. D.a(*p.t*). F.s(*p.t.*).H.w	i.									
KIRKDEN S.B.	..	..	..	..	..	..	..	..	..	..	13 3 4	13 3 4	..	4 5 0	..	..	..	8 18 4
Kirkden	..	17	..	..	..	17	17	A.c,e,g,h.		m.								
KIRRIEMUIR S.B.	..	..	..	..	..	..	..	..	..	..	37 15 11	59 2 2	0 10 0	21 14 11	..	..	..	36 17 3
Reform Street	..	37	..	..	..	..	37	C.a,b,c,s.t.										
MONIFIETH S.B.	..	..	..	..	..	..	..	..	..	..	28 7 5	29 14 11	1 7 6	9 4 5	..	..	..	19 3 0
Monifieth	..	11	..	..	..	..	11	G.a,g,mc.										
MONIKIE S.B.	..	..	..	..	..	..	..	..	..	..	17 19 9	19 11 9	1 12 0	13 4 4	..	..	..	4 15 5
Monikie	..	25	..	..	..	..	25	A.e. C.a,b.										
MONTROSE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	556 19 0	618 6 1	24 10 0	417 14 3	..	..	..	171 1 10
Academy	79	311	36	21	8	60	455	B.f,g. C a. D.a(*p.t.*). F.b. H.c,d, l,m,n,w.	a,c,i,s.	p,sw.								
DUNDEE (BURGH).																		
DUNDEE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	3,044 7 6	3,345 4 7	294 11 1	2,283 5 8	..	100 0 0	..	6[illegible]7 7 10
Ann Street	200	..	..	..	..	..	200											
Constable Street	..	95	..	..	..	..	95	H.c,d,l,m.										
Dudhope	176	..	..	..	..	..	176											
Harris Academy	23	89	247	179	..	..	523	B.l. D.a(*p.t.*). E.m F.s(*p.t.*).	c,i.									
Hill Street	60	336	..	..	..	..	396	A.e,g,h. C.a. H.c,d,l,m,n.										
Lochee Liff Road	103	365	30	..	..	29	498	A.e. C.a,b,s,t. G.a,d,g H.c,d,l n,w.	i.	p.								
Mitchell Street	176	..	..	..	..	..	176											
Morgan Academy	..	90	389	233	..	..	589	B.l. E.m. H.d.	c,i.									
Victoria Road	89	124	..	..	..	..	213	A.e,g,h. C.a.G.a,d,g. H.w.										
Wallacetown	165	..	..	..	..	..	165											
Navigation School	..	82	..	..	..	..	82	E.m. G.ns,n,na... ..	..	..	328 16 0	380 6 6	51 10 6	223 15 4	20 0 0	..	85 0 8	..
Young Women's Christian Association	..	253	..	..	..	..	253	H.c,d,l,m.	..	..	212 9 9	279 3 9	66 14 0	158 19 6	20 0 0	35 0 0	13 8	..

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
HADDINGTON.																		
BOLTON, S.B.	..	..	..	..	..	..	..	.. ..	..	..	15 11 4	15 11 4	..	8 11 9	9 0 0	..	..	..
Bolton	..	14	..	..	..	..	14	A.e. E.mn.										
GLADSMUIR S.B.	..	..	..	..	..	..	..	.. ..	..	..	29 16 6	31 1 6	4 5 0	15 0 8	9 0 0	..	1 19 7*	3 16 8
Macmerry	31	..	..	..	..	..	31											
HADDINGTON S.B.	..	..	..	..	..	..	..	.. ..	..	..	82 1 0	97 7 8	8 3 4	44 6 9	9 0 0	..	..	35 17 7
Haddington	..	62	..	..	..	..	62	A.e. C.a,b,s,w. H.c.										
HADDINGTON COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	.. ..	..	..	135 4 8	140 2 2	4 17 6	22 14 2	112 10 6	..	..	..
Prestonpans	..	17	..	..	..	..	17	G.m,ml.										
Tranent	..	16	..	..	..	..	16	G.d,m,ml.										
NORTH BERWICK S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	40 0 0	41 0 0	1 0 0	25 6 7	..	..	..	14 13 5
High School	..	32	..	..	..	..	32	C.a,s, D.a. E.mn. F.m.										
PRESTONPANS.																		
Prestonpans (County Committee)	..	25	..	..	..	..	25	G.m,ml. ..	..	..	*See* under Haddington County Technical Education Committee.							
TRANENT S.B.	..	..	..	..	..	..	..	.. ..	..	..	46 8 1	48 8 1	2 0 0	17 2 8	9 0 0	15 0 0	4 11 8*	0 9 2
Elphinstone	21	..	..	..	..	..	21											
Tranent	..	18	..	..	..	..	19	A.g. C.a.b. E.mn. G.g.										
Tranent(County Committee)	..	16	..	..	..	..	16	G.d,m,ml. ..	..	..	*See* under Haddington County Technical Education Committee.							

INVERNESS.																		
INVERNESS (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	400 2 9	420 12 3	29 9 6	300 2 1	..	..	..	100 0 8
High School	32	190	..	..	..	..	222	A.e, B.f,l. C.a,b,s. D.a(*p.t.*) E.m. F.s. (*p,t.*) H.a.										
Technical School	..	100	..	..	..	..	100	D.a. H.c,l,n,w.										
Technical School (Local Committee)	..	104	80	15	..	..	134	C.s, D.a,a(*p.t.*) F.c. G.bc,m,me,p.	a,i.	..	280 11 10	349 1 6	41 1 0	176 9 5	..	..	238 15 0½	..
KIRKHILL S.B.	..	..	..	..	..	..	..	..	..	..	1 3 7	14 3 7	..	6 14 8	..	..	..	7 8 11
Knockbain	25	..	..	..	..	..	25											
PORTREE S B.	..	..	..	..	..	..	..	..	..	..	15 6 6	15 6 6	..	8 13 6	..	..	..	6 13 0
Portree	..	22	..	..	..	..	22	A.e,g,h. C.a.										
SOUTH UIST S.B.	..	..	..	..	..	..	..	..	..	..	206 7 5	270 5 0	..	200 19 10	..	..	..	69 5 2
Daliburgh	64	..	..	..	..	..	64											
Eriskay	49	..	..	..	..	..	49											
Garrynamonie	92	..	..	..	..	..	92											
Howmore	40	..	..	..	..	..	40											
Jochdar	78	..	..	..	..	..	78											
Kilerivagh	40	..	..	..	..	..	40											
Kyles Flodda	25	..	..	..	..	..	25											
Torlum	67	..	..	..	..	..	67											
KINCARDINE.																		
ARBUTHNOTT S.B.	..	..	..	..	..	..	..	..	..	..	55 5 5	55 5 5	..	87 8 9	..	..	..	17 16 8
Arbuthnott	..	39	..	..	..	..	39	H.d.w.										
BANCHORY-DEVENICK S.B.	..	..	..	..	..	..	..	..	..	..	18 17 6	20 7 6	..	14 1 3	..	..	..	6 6 8
Banchory-Devenick	..	28	..	..	..	..	28	H.d.										
DUNNOTTAR S.B.	..	..	..	..	..	..	..	..	..	..	35 9 3	35 9 3	..	26 0 4	..	..	..	9 8 11
Brackmuirhill	..	31	..	..	..	..	31	G.ag.										
FETTERCAIRN S.B.	..	..	..	..	..	..	..	..	..	..	25 17 4	25 17 4	..	17 4 7	..	..	..	8 12 9
Fettercairn	..	31	..	..	..	..	31	C.a,b. E.mn., H.n.										
FETTERESSO & RICKARTON S.B.	..	..	..	..	..	..	..	..	..	..	38 2 9	44 12 9	3 10 0	22 15 7	..	..	..	18 7 2
Cairnhill	..	16	..	..	..	..	16	C a. E.a,mn.										
Stonehaven	..	30	..	..	..	..	30	C.s. H.d.										
GARVOCK S.B.	..	..	..	..	..	..	..	..	..	..	12 17 8	13 3 8	0 6 0	9 13 3	..	..	..	8 4 5
Garvock	..	14	..	..	..	..	14	A.e. C.a.										
LAURENCEKIRK S.B.	..	..	..	..	..	..	..	..	..	..	83 6 6	83 6 6	..	61 8 5	..	..	..	21 18 1
Laurencekirk	..	53	..	..	..	..	53	A.e. C.a,b,s.										
Redmyre	..	19	..	..	..	..	19	H.w.										
ST. CYRUS S.B.	..	..	..	..	..	..	..	..	..	..	38 8 7	38 8 7	..	25 9 11	..	..	..	12 18 8
St. Cyrus	..	52	..	..	..	..	52	C.b. E.mn.										

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code)	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.				Balance.	
	Division I.	Division II. (Including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s d
KINROSS.																		
Kinross County Technical Education Committee	..	..	..	..	..	..	..	.. .. ..	..	..	124 1 5	148 11 5	20 14 0	93 1 1	34 16 4	..	..	..
Fossoway	..	23	..	..	..	..	23	H.a.										
Kinross	..	102	..	..	..	..	102	H.c,l.										
Orwell, Milnathort	..	57	..	..	..	..	57	D.a, H.a,m.										
Portmoak, Scotlandwell ..	..	13	..	..	..	..	13	H.a.										
KIRKCUDBRIGHT.																		
Anworth S. B.	..	..	..	..	..	..	..	.. .. ..	..	..	53 14 10	56 3 4	1 10 0	39 12 2	..	..	..	15 1 2
Fleetside	..	61	..	..	..	10	61	A.e. C.a,b,g,s. D.a. E.mn. G.g. H.a.		p.								
Irongrey S.B.	..	..	..	..	..	..	..	.. .. ..	.	..	17 8 10	19 0 5	1 11 7	11 5 8	..	..	..	6 3 2
Shawhead	13	..	..	..	..	..	13											
Kelton S.B.	..	..	..	..	..	..	..	.. — ..	..	..	118 0 5	126 10 5	8 10 0	51 18 4	..	..	..	66 2 1
Castle Douglas	..	107	..	..	..	37	123	A.e. C.a,s. D.a. E.d,m. G.b,c. H.a,n.	..	m.								
Kirkcudbright S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	24 10 9	27 18 1	3 7 4	11 4 7	..	..	..	13 6 2
Johnstone	..	14	..	..	..	..	14	H.c.										
New Abbey S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 12 9	23 12 9	..	8 12 8	..	..	..	15 0 1
New Abbey	19	..	..	..	..	..	19											
Troqueer S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	95 15 8	95 15 8	..	52 19 5	..	..	..	42 16 3
Laurieknowe	..	87	..	..	..	..	87	A.g. C.a,b,c,s,t,w. D.a. H.c,d.										
Urr S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	124 14 2	130 17 11	6 3 9	78 4 8	..	..	..	46 9 6
Dalbeattie	..	56	..	..	..	..	56	C.a,b,c,s,w. F.s. G.m. H.c,l,n,w.										
Hardgate	19	..	..	..	..	..	19											

LANARK.

Airdrie (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	1,087 11 1	1,222 19 9	185 8 8	815 13 4	100 0 0	..	2 0 0	169 17 9
Academy	..	524	54	7	..	..	585	A.e. B.f,g,l. C.a,b,c,s,t. D.a. E.m. F.e.	i.									
Albert	80	..	..	..	..	..	80											
Rochsolloch	50	..	..	..	..	..	50											
Victoria	124	..	..	..	..	..	124											
Academy (County Council) ..	..	13	..	..	..	..	13	D.a(*p.t.*). F.s(*p.t.*).	..	..	*See* under	Lanark	County	Technical	Education	Commit	tee.	
Avondale S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	385 0 11	365 5 9	21 9 1	150 2 11	114 4 10	..	..	79 8 11
Gilmourton	19	..	..	..	..	..	19											
Strathaven Academy ..	..	162	..	..	..	..	162	C.a,b,c,s,t,w. D.a,s(*p.t.*). F.c,p. G.ag. H.c,d.										
Biggar S.B	..	..	..	..	..	..	..	.. .. ..	..	..	29 18 6	31 16 0	1 17 6	17 6 8	..	..	..	12 12 3
High School	..	43	..	..	..	..	43	C.a.b,s. E.mn. G.be.										
Blantyre S.B	..	..	..	..	..	..	..	.. .. ..	..	..	268 9 9	288 15 10	14 6 1	134 2 9	28 18 9	..	..	106 8 3
Auchinraith	92	176	..	..	..	17	282	C.b,s. E.m. H.a,c,d,n.										
Bothwell S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,249 13 9	1,292 13 8	22 10 0	877 16 7	102 2 11	..	..	290 3 9
Bellshill	134	169	..	..	..	15	318	C.b,s. H.d,m,n.		n.								
Bellshill Academy	..	69	..	..	..	..	69	B f. E.m. F.s. G.g,m,bc,mi.										
Bothwell	38	68	..	..	..	..	106	E.m. H.d,n.										
Carfin	..	41	..	..	..	..	41	H.d,m.										
Chapelhall	67	140	..	..	..	..	207	C.b,s. E.m. H.d,m,n.										
Hamilton Palace Colliery ..	92	77	..	..	..	..	169	H.d,n.										
Holytown	46	55	..	..	..	..	101	C.s. H.d,m,n.										
Muiredge	67	39	..	..	..	..	106	H,c,d.										
Newarthill	69	165	..	..	..	..	234	E.m. G.mi, H.a,d,m.										
New Stevenston	37	86	..	..	..	23	117	C.s. E.g,mn. H.d,l.		n.								
Tannochside	71	73	..	..	..	..	144	C.a. E.a,d,m,n. H.d.										
Uddingston Grammar School	..	126	..	..	..	18	144	A.e. B.f. C.a,b,p,s. F.e. G.d,m,be, me,mi,s. H.d.		n.								
Cadder S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	107 8 9	111 18 9	4 10 0	58 11 0	5 12 9	..	..	43 5 0
Auchinloch	..	14	..	..	..	..	14	H.d,l.										
Bishopbriggs	..	65	..	..	..	..	65	C.a,b,s. D.a. H.d.										
Chryston	..	22	..	..	..	11	33	H.d,m.		w.c.								
Calderhead S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	141 16 8	145 16 8	4 0 0	106 7 2	9 7 0	..	..	26 2 1
Calderhead	74	94	..	..	..	..	168	C.a,w. E.a,g,mn. H.n.										
Cambuslang S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	785 17 9	798 9 8	12 2 8	448 10 0	81 9 5	..	..	256 7 7
Cambuslang	40	258	3	..	..	87	312	A.e,g. C.a,b,s. H.c,d,n.	i.	p.								
Hallside	23	162	10	..	..	10	195	A.e. C.b,s. E.m. H.d,n.	i.	p.								
Newton	42	116	..	..	..	46	158	C.a,w. E.a,mn. G.a,d. H.a,c,d,n.		p.								
Cambusnethan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,423 3 2	1,555 7 1	71 6 0	1,067 7 4	283 2 4	..	..	183 11 5
Berryhill	74	153	..	..	..	..	227	A.e. B.f,l. C.a,b,s,t. H.d.										
Cambusnethan	35	37	..	..	..	..	72	H.d,n.										
Newmains	36	154	..	..	..	..	190	A.e. C.b,s. D.a. E.m. H.d,m,n.										
Waterloo	20	135	..	..	..	..	138	A.e. C.b. E.m. G.d. H.a,d,n.		..								
Wishaw	56	171	..	..	..	122	283	A.e. B.f.l. C.a,b,s,w. H.d,m.		n.p.								
Wishaw Technical School ..	..	131	66	27	6	..	229	E.m. F.c. G.su. H.w.	a.i.									

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.				BALANCE.	
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
			Second Year.	Third Year.	Fourth Year.						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
CARLUKE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	355 9 6	376 6 9	16 2 3	211 16 3	62 12 10	..	..	85 15 5
Carluke	20	282	..	..	..	..	302	A.e. B.f,l. C.a,b,a. Fc. G.m,bc, me. H.c,d,n.										
Law	21	102	..	..	..	..	123	A.e. C.a,b,s. D.a. E.m. H.a,d,m,n.										
CARNWATH S.B	..	..	..	..	..	..	..	.. .. ..	..	..	100 10 0	100 10 0	..	75 7 6	4 9 9	..	..	20 12 9
Braehead	..	21	..	..	..	..	21	C.a,b,w. E.mn.										
Carnwath	..	25	..	..	..	..	25	A.e, C.a,b,w. D.a. E.mn.										
Forth	43	36	..	..	..	..	79		i.									
Tarbrax	38	..	..	..	..	..	38											
CARSTAIRS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	51 6 0	51 6 0	..	17 18 2	3 10 9	..	..	29 17 1
Carstairs Junction	18	33	..	..	..	..	51	H.d,n.										
CLARKSTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	230 16 5	239 13 9	..	152 6 10	40 3 3	..	..	47 3 8
Caldercruix	81	..	..	..	..	..	81											
Clarkston	107	60	..	..	..	..	167	H.d,m.										
Drumbreck	61	..	..	..	..	..	61											
DALSERF S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	124 3 8	124 3 8	..	85 17 1	11 9 3	..	..	26 17 4
Dalserf	21	28	..	..	..	..	49	A.e. C.a. E.a,mn. H,d.										
Netherburn	46	..	..	..	..	..	46											
Shawsburn	44	84	..	..	..	..	128	H.d,m.										
Swinhill	..	16	..	..	..	..	16	H d.										
DALZIEL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,550 6 5	1,701 8 11	145 12 6	997 14 1	..	..	..	5 2 4
Craigneuk	26	95	..	..	..	..	121	H.d,m.										
Dalziel	111	..	..	..	..	..	111											
High School	...	474	65	55	7	..	601	A.e,p. B.f,g,gr,l. C.b,a,t. D.a(p.t). E.m. F.c,me. G.bc,p.st. H.b,c,d,l, m,t,w.	l.									

Merry Street	148	1[illegible]4	..	..	..	79	386	H.c,d,n.		n.								
Muir Street	110	78	..	..	..	..	188	H.c,d,m.										
DOUGLAS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	118 19 6	123 9 6	4 10 0	85 18 5	11 7 1	..	..	21 19 0
Douglas	..	93	..	..	..	..	93	A.c,g. C.a,b. E.g,mn. H.c,d.										
Stablestone	31	15	..	..	..	..	46	H.d.										
DOUGLAS WATER S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	52 12 8	52 12 8	..	26 6 4	16 8 9	..	..	9 17 7
Douglas Water	..	55	..	..	..	..	55	A.e. C.b. E.m. G.g,m. H.d.										
EAST KILBRIDE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	46 8 3	46 18 3	0 15 0	23 16 1	7 18 8	..	..	14 8 6
East Kilbride..	..	40	..	..	..	..	40	A.e,g. C.a. H.n.										
GLASSFORD S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	24 6 7	30 14 1	6 7 6	13 7 8	4 9 3	..	..	6 9 8
Chapelton	..	50	..	..	..	..	50	H.a.										
HAMILTON (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	2,682 3 1	2,916 3 1	234 0 0	1,998 0 6	..	..	..	[illegible]59 2 7
Academy	..	242	119	67	72	19	513	B.g. C.p,s. D.a,a(*p.t.*) F.c. G.bc,el, mc, H,b,c,n.	a,c,d,i.	n.p.								
Beckford Street	17	46	..	..	..	..	63	A.e. C.a,b,s. H.a.										
Beat Road	28	262	..	..	..	..	290	H.a,c,d,l,m,n.										
St. John's Grammar School	21	33	..	..	..	..	54	A.e. G.a,d,m. H.w.										
HAMILTON (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,375 7 4	1,402 13 5	14 4 1	765 6 10	22 5 0	..	..	60[illegible] 17 6
Ferniegair	63	115	..	..	..	10	116	D.a. E.m. H,c,d,n.		n.								
Glenlee	56	297	..	..	..	38	391	A.e. C.b,s. D.a. E.m. H.a,c,d,m,n.		n.								
Greenfield	53	2[illegible]9	..	..	..	68	[illegible]53	E.m. G.d.mi. H.a,c,m,w.		n.								
Low Waters	..	253	..	..	..	..	253	A.e. C.a,b,s. D.a. F.c,p. G.d,mi,su. H.a,c,d,l,n.										
Quarter..	17	92	..	..	..	..	96	E.a,mn. H.a,c,d.										
LANARK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	118 4 7	124 14 7	6 10 0	8[illegible] 10 10	..	..	..	37 13 9
Grammar School	23	118	..	..	..	..	133	B.f. C.a,b,s. H.c,d,n.										
Grammar School (County Committee)	..	11	..	..	..	..	11	D.a(*p.t.*) F.s(*pt*).. ..	..	..	*See* under Lanark County Technical Education Committee.							..
LANARK (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	20 5 2	20 5 2	..	11 14 10	8 18 3	..	..	4 12 1
New Lanark	..	40	..	..	..	..	40	H.d,n.										
LANARK COUNTY TECHNICAL EDUCATION COMMITTEE ..	..	..	..	..	..	..	..	.. .. ..	..	..	194 2 4	204 2 4	10 0 0	37 19 9	156 2 7	..	..	..
Airdrie (Burgh) Academy ..	..	13	..	..	..	..	13	D.a(*p.t*). F.s(*p.t.*).										
Lanark (Burgh) Grammar School	..	11	..	..	..	..	11	D.a(*p.t.*). F.s(*p.t.*).										
LARKHALL S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	960 1 0	965 12 0	..	720 0 9	184 0 10	..	..	61 10 5
Academy	105	615	139	84	..	..	348	D.a(*p.t.*). E.m. F.s. G.m,ag,bc. H.t.	a,c,d,i.									
LESMAHAGOW S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	98 1 2	98 16 2	0 15 0	89 6 4	12 3 8	..	..	46 11 2
Senior	19	43	..	..	..	..	62	E.m. F.c. G.ag.										

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met. Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
MARYHILL S.B.	.	..	..	..	..	..	..	.. .. ..	..	..	373 16 0	425 4 10	51 8 4	280 7 4	..	..	..	93 0 2
Possilpark	37	192	41	..	..	..	254	C.b,s,t. H.d.m.	a,i.									
OLD MONKLAND S.B.	..	..	..	..	..	..	..	.. .. .	..	..	2,734 12 0	3,256 8 3	498 12 9	2,050 19 0	210 15 0	..	3 6 6	497 15 0
Baillieston	30	27	..	..	..	..	57	H.c,d.										
Bargeddie	..	32	..	..	..	..	32	A.e,g,h. C.a. E.mn. H.c,n.										
Calderbank	42	29	..	..	..	..	71	H.d.										
Coatbridge	55	175	..	..	..	..	230	H.c,d,m.										
Coatbridge Langloan .	59	14	..	..	..	..	73	H.d.										
Coatbridge Technical School	..	311	217	109	64	..	701		a,c,i,s.									
Coatdyke	40	17	..	..	..	..	57	H.d.										
Gartsherrie Works	47	14	..	..	..	..	61	H.d.										
Mount Vernon	..	31	..	..	..	..	31	A.e,g, C.a,c. H.d.										
West Maryston	..	51	..	..	..	..	51	A.e. C.a,b. H.c,n.										
Whifflet	52	64	..	..	..	..	116	A.e. D.a. G.a. H.c,d.										
RUTHERGLEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	298 5 7	324 10 7	31 5 0	219 19 2	..	..	..	73 6 5
Stonelaw	105	252	..	..	..	..	357	C.a,b,c,s. D.a. G.m. H.c,d,m,n,w.										
SHETTLESTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	601 3 8	669 0 2	67 16 6	450 17 9	..	..	..	159 5 11
Wellshot	125	371	80	..	..	53	549	B.f. C.a,b,c,s. D.a,a(*p.t.*) H.c,d,m,n.	i.	n.p.								
SHETTLESTON AND SPRINGBURN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	59 8 9	65 3 8	2 14 6	29 8 7	..	..	..	88 0 2
Millerston	..	46	..	..	..	..	46	A,e. C.a,s. H.c,d,n.										
SHOTTS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	337 7 10	347 6 5	9 18 7	162 14 2	29 1 10	..	..	145 11 10
Benhar	..	15	..	..	..	..	15	H.a.										
Cleland and Omoa	66	85	..	..	..	..	151	A.e. C.a,t. E.m. G.me. H.c,m,n.										
Greenhill	21	10	..	..	..	..	31	G.me.										
Harthill	40	68	..	..	..	..	108	A.e. C.a,b. Ea,mn, H.d.										
Shotts	20	..	..	..	..	..	20											

GLASGOW BURGH.

GLASGOW (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	14 582 7 10	8,188 13 9	3,589 13 11	10,286 12 3	..	..	340 0 0	3,972 7 7
Abbotsford	..	410	23	1	..	29	450	A.e,h. C.a,b,c,s. E.m. G.m. H.c,d, m.	i,l.	m,n.								
Adelphi Terrace	287	222	..	..	..	186	467	C.b,s. E.m. H.d.m.w.		p.								
Calton	133	125	..	..	..	..	258	A.e. C.a,c,s. H.d,m,n.										
Camden Street	93	219	..	..	..	..	290	C.b,p,s. H.c.d,m,n,s.										
Crookston Street	151	432	23	..	..	33	604	A.e. C.a,b,s. G.m,me,s. H.c,d,m,n.	i.	p.								
Dunard Street	151	469	..	..	..	63	598	A.e. B.f. C.a,b,p.s,t. F.h. G.d,m. H.c,d,m,n,w.		p.								
Girls' High School	..	23	..	..	..	..	23	F.h,n.										
Gorbals..	258	133	8	..	..	..	371	H.c,d,m.	a.									
Grove Street	98	276	..	..	..	..	351	A.e. C.a,b,s. H.c,d,m.										
High School	..	778	51	6	..	105	911	A.e,g,h,p. B.ga. C.a,b,c,s,w. E.m. G.m. H.a.	a,i,l.	e,m,p.								
John Street, Bridgeton ..	115	774	59	..	..	79	972	A.e. B.f. C.a,b,s. D.a. E.m. F.h. G. bc,d,e,m. Hc,d,m,n,s,w.	a,i.	n.p.								
Kennedy Street	120	144	..	..	..	97	294	A.c,e. C.a,b,p,s. E.m. H.d,m.		m,p.								
Kent Road	169	768	64	..	..	62	1050	A.e. C.a,b,s. D.a. E.m. F.p. G.a,e. H.c,d,e,m,n,w.	a,i.	m,n,p, wc								
Keppochhill	25	110	..	..	..	27	137	A.e. C.a,b,s. D.a. E.m. H.d,m.		n.								
Milton	109	76	..	..	..	..	135	H.c,d,m,w.										
Napiershall	161	551	31	..	..	..	722	A.e. C.a,b,c,s. E.m. G.a,e. H.c,d, m,n.	i.									
Newlands	114	208	..	..	..	37	270	A.c,e. C.a,b,c,p,s,w. G.a. H.a.c,d,m.		n,p.								
Oakbank	112	210	..	..	..	109	314	A.c,e. C.a. F.h. G.a,m. H.c,d,m,w.		m,n,p.								
Oatlands	98	175	..	..	..	..	273	A.e. C.b,s. E.m. H.d.m.										
Petershill	118	504	26	..	..	15	63	A.e,h. C.a,b,s. E.mn. G.em. H.c,d, m,n,w.	i.	wc.								
Provanside	..	954	54	8	9	31	1003	A.e,g,h. C.a,b,s,w. E.m. F.h,m,p. H.c,d,m,w.	a,i,l.	p.								
Pupil Teachers' Institute ..	..	241	..	..	..	..	241	D.a(*p.t.*). F.s(*p.t.*).										
Springburn	80	193	..	..	..	16	280	A.e. C.a. E.a,mn. F.h. G.m. H.c,d, m,n.		n.								
Springfield	91	135	..	..	..	..	184	A.e. C.a,b,s. D.a. E.a,g,mn. G.d H. c,d, m,n,w.										
Townhead	105	237	..	..	..	..	389	A.e, C.a,b,s. G.m. H.d,m,n.										
Tureen Street	114	166	..	..	..	66	304	A.e. C.a,b,s. H.c,d,m,n,w.		p,wc.								
Washington Street	86	16	..	..	.	22	202	A.c,e. C.a,b,s H.c,d,m,w.		n,p.								
Whitehill	85	1144	69	9	1	218	1379	A.e,h,p. B.gr,l. C.a,b,c,g,p,s,w. E.m. G.b,d,e,m. H.c,d,m,n,w.	a,i,l.	e,m,n,p								
Woodside	..	1154	28	7	..	230	1384	A.c,e,h,p. C.a,b,s,w. D.a. E.m. F.c. H.c,d,m,n,w.	a,l.	e,m,n, p,w,c.								
Boys' Brigade (100th Co.) ..	..	..	..	..	..	35	35	.. .. ..	..	p.	5 13 11	19 4 3	..	4 5 6	..	..	14 18 9	..
Charlotte Street Convent School.	..	58	..	..	..	..	58	D.a(*p.t.*). F.s(*p.t.*).	..	..	140 19 3	156 6 1	..	105 14 5	..	..	50 11 8	..
St. Mungo's Academy R.C. ..	..	19	..	..	..	..	19	D.a(*p.t.*). F.s(*p.t.*).	..	..	53 5 6	65 18 6	0 13 0	26 13 4	..	..	38 12 2	..
School of Cookery and Domestic Economy.	..	44	..	..	..	..	44	F h...	..	..	13 14 0	29 2 0	15 8 0	10 5 6	..	..	3 8 6	..
United Y.M.C.A. (Christian Institute).	..	361	29	22	..	56	453	A.e. B.g. C.a,b,c,s,w. G.d,m. ..	l.	p.	410 19 3	317 3 8	278 14 0	283 13 2	150 0 0	..	104 16 1	..
United Y.M.C.A. (Govan Section).	..	111	26	..	..	..	137	G.m,mc. ..	i.	..	206 16 1	257 2 7	50 6 6	155 2 1	50 0 0	..	6 9 6*	..
United Y.M.C.A. (Southern Section).	..	131	..	..	..	..	131	A.e. B.f.l. C.a,b,s. E.m. G.gm,mc.	..	..	102 17 3	170 6 6	67 9 3	47 9 10	..	..	55 7 5	..

* This amount is a Credit Balance brought forward from Session 1905-6.

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met. Fees and Books and Materials sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or ot er Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
GOVAN PARISH.																		
GOVAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	6,466 1 4	7,926 9 5	1,435 8 1	4,849 11 0	20 0 0	..	120 0 0	1,501 10 4
Balshagray	151	111	..	..	..	..	261	H.a.c,d,m.										
Bel shouston Academy	..	616	109	13	..	25	687	A.e. C.a,b,p,s,t. E.m. F.c.m. G.a,m. H.c.	a,i,l.	p,wc								
Copeland Road	80	32	..	..	..	..	112	A.e. C.a, H.d,m,w.										
Elder Park	45	25	..	..	..	..	70	H.c,d,m.										
Fairfield	135	295	13	..	..	..	443	A.e, B.f. C.a,b,s,t. E.m. G,a,m. H,c d,m.	f.									
Govanhill	168	..	..	..	..	..	168											
Hillhead	..	186	22	..	..	..	208	A.e. B.f. C.a,b,p,s,t. E.m.	i.									
Hill's Trust	36	..	..	..	..	..	36											
Lambhill Street	71	..	..	..	..	..	71											
Lorne Street	46	113	..	..	..	..	159	H.c,d,m.										
Partick, Hamilton Crescent	..	573	57	..	..	130	710	A.e. B.f,g. C.a,b,p,s,t. E.m. F.m. G.a,m. H.w.	a,i,l.	e,p,wc.								
Partick, Rosevale Street	119	..	..	..	..	..	119											
Partick, Stewartville	43	137	..	..	..	..	180	H.c,d,l,m.										
Pollokshields, Albert Road	..	367	25	22	..	..	389	A.e. C.a,b,s,t. D.a. E.m. F.c,m. H.c,d,m.	i,l.									
Pupil Teachers' Institute	..	212	..	..	..	..	212	D.a (*p.t.*) F.s (*p.t.*)										
Strathbungo	..	930	118	19	12	87	1005	A.e. C.a,b,p,s,t. E.m. G.a,d,s. H.c,d,l,m,w.	a,i,h	e,m,n wc.								
Anderson's College Medical School	..	2	2	7	..	..	11	.. .. ..	s.	..	35 8 0	43 3 0	8 0 0	26 7 3	7 10 0	..	1 5 9	..
Dowanhill Academy, Roman Catholic	..	173	..	..	..	..	173	A.e,g,h. B.f,cr,l. D.a,a(*p.t.*). E.m. F.h. F.s,s(*p.t.*) H.e,n.	..	..	431 0 1	431 0 1	..	323 5 0	..	..	107 15 1	..
LINLITHGOW.																		
BATHGATE (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	96 3 1	100 13 2	5 10 1	54 2 2	..	..	..	41 0 11
Bathgate Burgh	66	54	..	..	..	..	120	H.c.										
Bathgate Burgh (County Committee)	..	145	8	5	..	..	158	C.s. D.s(*p.t.*). G.m,ml,su.	l.	..	See under Linlithgow County Technical Education Committee.							

BATHGATE (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	202 19 4	221 8 2	6 16 0	95 11 9	..	..	..	119 0 5
Armadale	62	137	..	..	..	..	199	A.c,e. G.m. H.a,d,e.										
BO'NESS & CARRIDEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	100 18 7	103 8 7	2 5 0	63 11 2	..	..	..	87 7 5
Academy	76	..	..	..	..	..	76											
Academy (County Committee)	..	68	20	22	..	..	110	G.m.	c,i.	...	*See* under Linlithgow County Technical Education Committee.							
KIRKLISTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	80 19 10	84 12 10	..	53 3 10	..	..	..	31 9 0
Kirkliston	16	..	..	..	..	..	16											
Newbridge	44	..	..	..	..	..	44											
Winchburgh	22	15	..	..	..	..	37	G.m.										
LINLITHGOW.																		
Linlithgow (County Committee)	..	53	17	12	..	..	82	F.m. G.m.	c,i.	..	*See* under Linlithgow County Technical Education Committee.							
LINLITHGOW COUNTY TECHNICAL EDUCATION COMMITTEE.	..	..	..	..	..	..	..	.. .. ..	..	..	783 5 5	307 0 5	23 15 0	516 4 3	267 1 2	..	..	..
Bathgate	..	145	8	5	..	..	158	C.s. D.a(p.t.). G.m,mi,su.	i.									
Bo'ness Academy	..	68	20	22	..	..	110	G.m. ..	c,i.									
Linlithgow	..	53	17	12	..	..	82	F.m. G.m.	c,i.									
Livingstone	..	15	..	..	..	..	15	H.c.										
Uphall, Broxburn	..	61	16	26	..	..	103	G.m.	c.i.									
Whitburn, Fauldhouse ..	..	22	..	..	..	..	22	H.c.										
LIVINGSTONE.																		
Livingstone (County Committee)	..	15	..	..	..	..	15	H.c.	..	..	*See* under Linlithgow County Technical Education Committee.							
TORPHICHEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	32 10 0	32 10 0	..	20 0 4	..	..	..	12 9 8
Woodend	29	27	..	..	..	..	56	E.a,mn.										
UPHALL S.B.	..	..	..	..	..	..	..	.. ..	..	..	55 5 2	59 16 8	1 2 6	41 8 10	..	..	..	17 5 4
Broxburn	26	51	..	..	..	..	77	C.a,b,s. E.mn. G.a,g.										
Broxburn (County Committee)	..	61	16	26	..	..	103	G.m.	c,i.		*See* under Linlithgow County Technical Education Committee.							
WHITBURN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	78 13 0	79 3 0	0 10 0	47 18 0	..	..	..	30 15 0
Fauldhouse	30	20	..	..	..	..	30	E.a,g.										
Longridge	19	..	..	..	..	..	19											
Whitburn	23	18	..	..	..	..	23	C.b, E.mn.										
Fauldhouse (County Committee)	..	22	..	..	..	..	22	H.c.	..	..	*See* under Linlithgow County Technical Education Committee.							
Fauldhouse, St. John's Roman Catholic	22	..	..	..	..	..	22	.. .. ..	..	..	20 15 0	20 15 0	..	11 10 0	..	..	9 5 0	..
NAIRN.																		
CAWDOR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	19 15 6	19 15 6	..	14 16 7	..	..	..	4 18 11
Cawdor	..	25	..	..	..	..	25	C.a,g. F.p.										
NAIRN (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	67 5 6	67 5 6	..	50 9 1	..	..	..	16 16 5
Church Street	..	110	..	..	..	..	110	A.e C.a.b,g,w. H.d.										
Rose's Academical Institution	..	29	..	..	..	..	29	C.s. G.a, lw, g. ..	..	..	53 0 0	54 19 0	1 19 0	10 11 5	43 5 8	..	95 8 10*	..

* This amount is a Credit Balance brought forward from Session 1905–6.

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ORKNEY.																		
ORPHIR S.B.	..	..	..	..	..	..	..	..	..	..	19 5 0	19 5 0	..	16 16 10	..	..	..	2 8 2
Kirbister	..	14	..	..	..	14	14	G.ag. H.n.	..	m.								
PEEBLES.																		
INNERLEITHEN S.B.	..	..	..	..	..	..	..	..	..	..	110 13 2	122 13 7	4 0 0	68 5 8	..	..	..	50 7 11
Innerleithen	..	63	..	..	..	..	63	A.e. B.f. C.a,b,s,t. F.s.										
Walkerburn	9	35	..	..	..	..	44	A.e. C.a,b,s,t.										
PEEBLES	..	..	..	..	..	..	..	..	..	..	76 11 11	99 16 7	23 4 8	44 9 5	36 0 0	..	24 0 1*	..
Kingsland	24	89	..	..	..	32	141	C.b,s. H.c,d,m.	..	m.								
PERTH.																		
ABERNETHY S.B.	..	..	..	..	..	..	..	..	..	..	31 16 2	34 7 5	2 11 3	23 0 1	..	..	..	8 16 1
Abernethy	37	39	..	..	..	..	76	E.a,g,mn. H.n.										
ALYTH S.B.	..	..	..	..	..	..	..	..	..	..	56 2 0	56 2 0	..	12 12 10	45 19 8	..	9 16 8*	..
Alyth	..	26	..	..	..	..	26	C.b,s. D.a. E.mn. F.p. G.bc,d,g.										
AMULREE S.B.	..	..	..	..	..	..	..	..	..	..	9 15 5	12 0 5	2 5 0	7 6 7	..	..	..	2 8 10
Amulree	9	..	..	..	..	..	9											
ARDOCH S.B.	..	..	..	..	..	..	..	..	..	..	37 17 0	37 17 0	..	24 0 8	..	..	..	13 16 4
Braco	19	..	..	..	..	..	19											
Greenloaning	27	..	..	..	..	..	27											
AUCHTERARDER S.B.	..	..	..	..	..	..	..	..	..	..	28 0 0	42 15 6	..	12 18 2	5 0 0	..	..	24 17 4
Auchterarder	..	43	..	..	..	..	43	H.a,n,s.										

AUCHTERGAVEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	22 10 7	22 10 7	..	6 12 10	15 17 9	..	..	..
Stanley..	23	..	..	..	..	..	23											
BLAIR ATHOLL S.B	..	..	..	..	..	..	..	.. .. ..	..	..	27 10 0	31 11 6	..	14 2 0	20 0 0	..	..	..
Blair Atholl	9	12	..	..	..	..	21	H.n.										
BLAIRGOWRIE S.B	..	..	..	..	..	..	..	.. .. ..	..	..	202 14 2	204 8 8	1 14 6	92 3 10	107 14 2	..	..	2 16 2
Blairgowrie	11	99	..	..	..	16	110	C.b,s. D.s (*p.t.*). E.m. F.m,s,s (*p.t.*) G.bc,e,g. H.d,n.	..	n.								
COUPAR ANGUS S.B	..	..	..	..	..	..	..	.. .. ..	..	..	99 2 10	100 8 2	1 0 0	43 7 1	45 13 0	..	..	10 8 1
Coupar Angus	13	59	..	..	..	10	72	A.e. B.f. C.a,c,p,s. G.bc,m,mc H.n.	..	p.								
CRIEFF S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	98 9 9	110 0 6	11 10 9	73 6 11	20 0 0	..	..	5 2 10
Crieff	..	145	..	..	..	..	145	C.b,s. E.g,mn. H.c,l.										
DULL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	70 8 3	70 8 3	..	33 2 10	17 9 6	..	..	14 15 11
Aberfeldy	22	23	..	..	..	..	45	A.e. C.s,s.										
Dull	4	..	..	..	..	..	4											
DUNBLANE AND LECROPT S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	219 8 6	240 2 0	10 13 6	129 2 10	83 1 0	..	..	17 4 8
Dunblane	34	134	..	..	..	16	168	C.a,c,s. D.a. G.bc. H.a,c,d,m,n,w.	..	m.								
Kinbuck	..	28	..	..	..	..	28	A.e. C.a D.a. H.n.										
DUNKELD AND DOWALLY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	34 4 1	34 4 7	..	5 15 1	15 0 0	..	..	13 9 6
Royal	..	13	..	..	..	..	13	A.e. E.m. F.g.										
FORTEVIOT S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 9 2	23 9 2	..	4 7 4	20 0 0	..	..	..
Forteviot	15	..	..	..	..	..	15											
GARTMORE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	37 12 0	41 14 6	1 5 0	14 1 11	20 0 0	..	..	6 7 7
Gartmore	..	49	..	..	..	..	49	C.b,s. D.a. H.a.										
KENMORE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	29 8 0	33 11 0	..	4 7 6	20 0 0	..	..	0 3 6
Acharn	13	7	..	..	..	..	17	C.s. G.g.										
KILMADOCK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	43 10 5	48 2 11	0 18 0	15 1 3	28 12 1	..	..	3 11 7
Doune	..	37	..	..	..	..	37	C.p,s,t. H.n.										
LITTLE DUNKELD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 6 0	23 6 0	..	3 12 3	12 0 0	..	..	7 18 9
Little Dunkeld	..	8	..	..	..	..	8	C.a,b. E.m.										
MOULIN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	75 9 3	81 19 2	4 0 0	24 4 5	45 0 0	..	..	8 14 9
Pitlochry	..	38	..	..	..	..	38	A.e. C.a,b,s,t. D.a. E.m. H.d.										
PERSIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	18 7 10	21 17 10	3 10 0	13 15 10	..	..	1 4 3*	3 7 9
Blackwater	16	9	..	..	..	1	26	H.n.	..	n.								
Strone of Cally	..	9	..	..	..	..	9	B.f. C.s,b. D.a. H.n.										

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met. Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*																		
PERTH (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1378 18 8	1631 9 2	252 10 6	1026 8 10	..	..	..	352 9 10
Academy	..	135	48	31	..	..	214	A.e. B.l. D.a(*p.t.*). F.b,m,s(*p.t*). H.l.	a,l,l.									
Caledonian Road	168	1025	..	..	..	156	1198	C.b,p,s,t. H.c,d,e,l,m,n. ..	..	m. n.								
Southern District	130	108	..	..	..	30	238	C.a,b,c.g,s.	..	p.								
Sharp's Institution	..	165	26	12	8	..	211	C.a,b,c,s,t,w.	a,c,m,s.	..	308 17 3	354 2 5	45 5 2	228 12 8	..	..	210 9 6*	..
PERTH EAST PARISH (LANDWARD) S.B.																		
Craigend	18	..	..	..	..	..	18	.. ..	..	..	14 16 2	15 3 8	0 7 6	8 3 6	..	..	..	6 12 8
RENFREW.																		
CATHCART S.B.																		
Queen's Park	..	486	..	..	..	76	547	A.e. B.f,g. C.a,b,s. D.a, E.m. F.c. G.bc,g,d. H.c,d,m.	..	n.wc.	548 18 5	701 5 5	157 7 0	374 17 7	11 0 0	..	..	158 0 10
EASTWOOD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	699 12 11	785 17 11	74 5 6	435 6 6	1 10 0	..	..	274 15 11
Pollok Academy	35	102	..	..	..	63	175	C.a,b,p,s. H.c,d,m. ..	..	m,n.								
Shawlands Academy ..	40	317	.	..	..	55	368	B.f,g. C.a,b,s. E.m. F.s(*p.t.*). H.c,d, m,n.	l.s.	n.p.								
Thornliebank	34	34	..	..	..	31	77	C.a,b.H.c,d.	..	n.p.								
GOUROCK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	133 6 11	138 1 3	4 14 4	86 2 2	..	..	..	47 4 9
Central	16	136	..	..	..	..	152	A.e. C.a,b,c,s,t. E.m. H.d,m.										
GREENOCK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	2777 18 1	3008 19 9	231 1 8	2083 8 7	3 0 0	..	..	691 9 6
Ardgowan	..	236	..	..	..	..	236	A.e. B.f,g,l.s. C.a,b,p,s,t. E.s. H.n.										
Belville Place	23	49	38	..	..	..	112	B.f. C.a,b,s.	l.									
Highlanders' Academy ..	45	187	48	..	..	..	280	C.a,b,s.	l.									
Holmscroft	51	216	..	..	..	..	267	C.b,s. H.d,n.										
Mearns Street	59	191	13	13	..	..	276	G.d,m,e.	c.									

Oral School for the Deaf	..	12	..	..	..	..	12	A.e. C.a,w. H.n,w.									
Police Buildings	35	..	..	..	..	..	35										
Pupil Teachers'	..	89	..	..	..	..	89	F.s (*p.t.*)									
St. Andrew's Square	..	62	..	..	..	..	64	H.d,n.									
Technical School	..	293	280	132	49	..	754	D.a. H.c.	i.								
INVERKIP S.B.	..	..	..	..	..	..	..	.. .. .	..	..	35 9 9	37 18 9	2 9 0	21 5 8	..	..	.	14 4 1
Inverkip	43	..	..	..	..	24	54	C.a,c,w. D.a. E.mn. H.d. ..	..	m.								
KILBARCHAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	224 18 5	248 2 8	8 15 0	148 18 6	5 0 0	..	..	90 9 2
Bridge of Weir	29	120	..	..	..	28	162	C.b,s. E.m. H.c.d,n. ..	..	n.								
Kilbarchan	29	82	..	..	..	..	111	C.b,s. G.m,mc. H.c,d,m.										
KILMACOLM S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	47 2 10	53 10 2	3 15 0	29 19 7	.	..	..	19 15 7
Kilmacolm	..	87	..	..	..	..	87	C.a,b. E.mn. H.c,n.										
Orphan Homes of Scotland School..	185	90	..	..	..	..	189	G.n. H,a,c,e.	..	..	170 19 11	170 19 11	..	128 4 11	3 10 0	..	39 5 0	..
LEVERN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	53 9 8	56 4 8	..	32 18 10	..	.	..	23 5 10
Levern	20	21	..	..	..	..	41	A.e. C.b,s. E.g. H.d,n.										
LOCHWINNOCH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	195 19 0	195 19 0	..	143 1 5	4 14 9	..	..	48 2 10
Lochwinnoch	70	149	..	..	..	87	220	C.b,s. D.a. H.c,d,n. ..		p.								
MEARNS S.B.	..	..	..	..	..	..	..	.. .. ..		..	30 14 6	35 0 11	4 6 5	17 3 8	..	..	..	13 10 10
Mearns	..	29	..	..	..	..	29	A.e. C.a,b,s.										
NEILSTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	615 18 1	635 4 1	19 6 0	461 18 7	4 0 0	..	..	110 10 6
Barrhead	..	262	23	..	..	..	285	D.a (*p.t.*). E.m. H.a,c,d,m,n. ..	i,m.									
Cross Arthurlie	87	..	..	..	..	..	87											
Grahamston	..	36	12	7	7	..	62	.. .. ..	d.									
Neilston	43	58	..	..	..	..	101	H.a,d,m.										
Uplawmoor	17	..	..	..	..	..	17											
PAISLEY (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1753 18 0	2084 1 4	271 3 4	1315 8 6	2 10 0	..	12 3 0	132 16 6
Camphill	30	286	39	..	..	23	355	D.a(*p.t.*). F,c. G.g,me. ..	i.	p.								
Carbrook Street	154	315	..	..	..	74	469	A.e. C.a,b,s. H.c,d,m,w. ..	..	n.								
East	157	139	..	..	..	..	296	A.e. C.a,b,s.										
George Street Central	84	..	..	..	..	..	84											
North	74	..	..	..	..	..	74											
Oakshaw	..	302	..	..	..	186	302	A.e. B.f,g,ga. C.a,b,c,s,w. H.c,d,n,w.	..	n.								
South	88	..	..	..	..	..	88											
St. Margaret's Convent School	..	21	..	..	..	..	21	D.a. F.c.	..	..	61 5 5	76 5 11	..	45 15 7	..	..	30 10 4	..
Technical School..	..	368	107	47	30	..	552	A.e. B.f. D.a. E.d,m. F.c,s. G.ag,e,l,m.	n,i,s.	..	2250 1 5	2733 5 9	416 14 4	1483 17 1	994 9 8	46 7 0	1821 6 5†	..
PAISLEY (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	396 8 0	468 2 7	53 4 8	277 1 0	..	..	..	137 16 11
Cardonald	..	33	..	..	..	..	33	H.a,c.										
Elderslie, Wallace	10	7	..	..	..	..	17	C.a,c. E.g.										
Inkermann	8	20	..	..	..	..	28	C.a. E.mn. H.c,n.										
Johnstone	97	258	..	..	..	..	355	B.f. C.b,s,t. D.a. G.e,m. H.a,c,d,n.										
Nethercraigs	1	33	..	..	..	..	34	C.a,b. G.m. H.d.										

* This amount includes a Credit Balance of £98 6s. 9d. brought forward from Session 1905-6.

† This amount is a Credit Balance brought forward from Session 1905-6.

LIST OF CONTINUATION CLASSES—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was Met. Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
RENFREW—*contd.*																		
PORT GLASGOW (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	476 12 4	545 7 1	68 14 9	287 8 11	55 10 0	..	..	133 13 5
Chapelton	15	7	..	..	..	..	22	G.na.										
Jean Street	103	295	..	..	..	12	410	B.f,g. C.b,s. F.g,s (*p.t.*). G.bc,g,m, mc,me,na,s. H.d,n. ..	..	n.								
Boys' Brigade	..	22	..	..	..	54	55	H.a.	..	p.	14 0 5	28 4 9	..	10 10 4	..	..	18 1 5	..
RENFREW (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	120 7 10	127 19 6	7 11 8	35 10 3	..	..	..	84 17 7
Blythswood Testimonial ..	14	19	..	..	..	..	33	E.g,m. G.d.										
RENFREW (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	501 11 7	642 18 7	51 7 0	366 4 5	..	..	..	225 7 2
Moorpark	..	206	..	..	..	..	206	A.e,h. C.a,p,s. D.a. G.m,mc. H.c,d,n.										
Oswald	36	44	..	..	..	..	58	G.a,m. H,d,m.										
Scotstoun	34	148	..	..	..	..	182	C.a,b,g,p,s. D.a. E.m. H.c,d.										
Yoker	..	82	..	..	..	..	82	A.e. C.a,b,s. E.a,g,mn. G.a. H.c,d.										
ROSS and CROMARTY.																		
EDDERTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	8 9 11	11 1 3	..	7 8 8	..	..	..	3 12 7
Edderton	..	9	..	..	..	..	9	H.w.										
KILTEARN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	9 8 9	10 10 5	..	8 5 2	..	..	..	2 14 3
Kiltearn	20	..	..	..	..	..	20											
LOCHS S.B.	..	..	..	..	..	..	..		..	..	17 10 0	17 10 0	..	4 4 2	..	.	..	13 5 10
Achmore	17	..	..	..	..	..	17											
ROSS AND CROMARTY COUNTY SECONDARY EDUCATION COMMITTEE	..	..	..	..	..	..	..	.. .. .	..	..	31 13 5	31 13 5	..	27 14 3	3 19 2	..	..	..
Stornoway, Nicolson Institute	..	20	..	..	..	..	20	F.s.(*p.t.*).										

ROSSKEEN S.B.	..	..	..	..	..	..	..	..	..	..	26 10 1	26 10 1	..	17 5 10	..	..	2 18 9*	6 5 6
Invergordon Academy ..	..	8	..	..	..	..	8	F.c,p,										
STORNOWAY																		
Nicolson Institute (County Committee)	..	20	..	..	..	..	20	F.a(*p.t.*)				*See* under Ross and Cromarty Secondary Education Committee.						
ROXBURGH.																		
ANCRUM S.B.	..	..	..	..	..	..	..	..	..	..	18 2 4	20 12 10	..	13 11 9	..	..	..	7 1 1
Sandystones	..	29	..	..	..	29	29	A.e,g. C.a,	..	m.								
HAWICK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	743 13 2	819 9 11	44 13 5	455 3 4	..	..	13 9 0	306 4 2
Buccleuch	68	190	..	..	..	..	258	C.a,b,s,t. H.c,d,n.										
Buccleuch Memorial Institute	..	221	42	9	8	..	256	B.f,g. F.c,h,m,s,(*p.t.*). G.bc,d,m. H.a.	a,i.									
Hawick (Local Committee) ..	..	108	..	..	..	..	108	G.ho.	..	..	11 0 0	27 15 0	13 15 0	8 3 10	..	–	5 16 2	..
KELSO S.B.	..	..	..	..	..	..	..	..	..	..	42 5 6	43 8 0	1 2 6	19 11 7	..	..	..	22 13 11
Kelso	30	14	..	..	..	..	39	E.m,n. H.c.										
SELKIRK.																		
GALASHIELS (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	798 16 5	956 16 2	92 10 2	595 7 8	..	..	25 0 0	248 18 9
Roxburgh Street	52	316	6	3	..	19	386	B.f. C.a,b,s. D.a(*p.t.*). G.m,mc. H.a,c,d,m.	a.	w,c.								
Technical School	..	98	23	14	9	..	144	F.p. G.bc.	i.									
SELKIRK (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	188 1 8	178 8 0	13 7 2	75 19 9	20 0 0	..	9 3 5	54 17 8
Junior	..	51	..	..	..	..	51	H.c,d.										
Selkirk burgh	28	29	..	..	..	..	57	C.a,b. G.w.										
SHETLAND.																		
DUNROSSNESS S.B.	..	..	..	..	..	.	..	..	..	..	88 19 10	88 19 10	..	30 13 1	..	..	..	8 6 9
Bigton	..	17	..	..	..	19	32	O.b. E.g. G.n.	..	m.								
LERWICK S.B.	..	..	..	..	..	..	..		..	..	37 5 2	44 17 8	7 12 6	26 9 9	..	..	..	10 15 5
Central	..	56	..	..	..	..	56	C.a,c,s.										
NESTING, LUNNASTING, WHALSAY AND SKERRIES S.B. ..	..	..	..	..	..	..	..	..	..	..	112 19 8	113 10 8	..	74 17 5	..	..	..	33 13 3
South Nesting	36	..	..	..	..	33	36	.. .. ..	..	m.								
Whalsay (Brough)	20	23	..	..	..	37	43	H.c,n.	..	m.								
Whalsay (Livister)	35	..	..	..	..	..	35											
YELL S.B.	..	..	..	..	..	..	..	..	..	..	12 5 6	12 5 6	..	9 18 4	..	..	..	2 7 2
Cullivoe	..	12	..	..	..	..	12	A.e. E.m.										

* This amount is a Credit Balance brought forward from Session 1905-6.

LIST OF CONTINUATION CLASSES—*continued*.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.				Balance.	
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STIRLING.																		
Baldernock S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	11 9 6	12 9 6	1 0	5 12 3	..	..	..	5 17 3
Balmore	..	33	..	..	..	..	33	H.a.										
Campsie S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	361 16 0	369 16 0	8 0 0	212 0 10	35 0 0	..	..	114 15 2
Craighead	..	86	..	..	..	34	90	C.a,b,c,s. D.a. G.m. H.d.		n.								
Lennoxtown	32	114	..	..	..	..	132	C.a,b,s. D.a. G.d,m. H.d,a. ..										
Torrance	7	24	..	..	..	25	56	A.e. C.b,s. G.m. ..	..	m,n.								
Denny S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	178 9 4	207 8 10	28 19 6	107 5 4	10 0 0	..	..	61 4 0
Denny	10	175	..	..	..	..	185	A.e. C.a,s. D.a. H.c,d,m.										
Drymen S.B.	..	.	..	..	..	..	..	.. .. ..	..	..	58 0 5	68 2 2	1 18 9	18 9 2	31 17 3	..	..	10 17 0
Drymen	..	29	..	..	..	..	29	H.d.w.										
Falkirk (Burgh) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1978 12 2	2152 14 3	184 7 6	1427 3 1	20 0 0	50 0 0	30 2	432 1 8
Bainsford	60	..	..	..	..	25	60	.. .. ..	..	p.					..			
Camelon	81	84	..	..	..	..	165	C.a,b,s,t. H.d,m. ..	..									
Comely Park	76	..	..	..	..	22	76	.. .. ..	..	p.								
Northern	..	301	..	..	..	..	301	A.e. C.a,b,c,s. D.a. H.c,d,m. ..	.									
Science and Art School	..	113	87	57	40	..	297	D.a. (*p.t.*)	a.i,s.									
Falkirk (Landward) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	515 17 2	544 19 8	23 11 10	269 7 11	20 8 0	..	..	231 11 11
Auchengean	..	9	..	..	..	..	9	A.c. C.a,c. E.a,g,mn.										
Bonnybridge	38	80	..	..	..	16	121	A.c,e. C.a,b,s,t. H.d,m,n,w. ..	..	p.								
Greenhill	..	48	..	..	..	9	48	A,e. C.a,b,g,s. D.a. H.c,d,n. ..	..	p.								
Laurieston	25	52	..	..	..	27	104	A.e. C.a,b,s,t. D.a. H.e,d,n,w. ..	..	p.								
Bonnybridge Foundry Hall	..	26	6	5	5	..	42	D.a (*p.t.*)	a,m.	..	151 3 5	109 10 9	5 2 6	73 0 0	50 0 0	..	48 5 10*	.
Fintry S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	15 18 10	16 18 10	..	2 19 4	12 12 0	..	.	1 6
Stewart's	..	16	..	..		..	16	H.a.										

GARGUNNOCK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	28 9 5	32 16 8	2 4 0	8 2 6	13 0 11	–	..	9 0 3
Gargunnock	..	14	..	..	..	..	14	H.c.										
GRANGEMOUTH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	544 10 10	544 10 10	..	382 16 3	15 0 0	–	–	146 14 7
Bothkennar	25	39	..	..	..	30	69	H.d.	..	wc.								
Grange	43	217	..	..	..	47	257	B.g. C.b,s. D.a. G.m. H.c,d,n. ..	–	m.p.								
Bedding .. – ..	19	131	..	..	..	..	150	C.a,b,c,s. D.a(*p.t.*). G.d,m,mi. H.c,d,l.										
Shieldhill	..	82	..	..	..	..	82	C.a,b. E.mn. H.d,e,n. ..										
KILLEARN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	49 11 2	54 17 4	4 6 3	22 17 10	21 8 3	..	..	6 5 0
Killearn .. – ..	..	46	..	..	..	..	46	D.a. E.mn. H.c.										
KILSYTH (BURGH) S.B. ..	..	..	..	.	..	..	..	.. .. ..	..	..	251 9 6	271 7 2	19 17 8	119 5 3	53 4 0	..	..	79 0 3
Academy .. – ..	38	183	..	..	..	..	221	A.c,C.a,b,s,t.D.a,s(*p.t.*). G,m,mi.H.d.										
KILSYTH (LANDWARD) S.B. ..	..	..	.	..	..	..	..	.. .. ..	..	..	38 3 1	40 3 1	2 0 0	16 2 5	17 16 7	..	..	4 4 1
Banknock	..	15	..	..	..	..	15	G.a,d.										
Banton	..	21	..	..	..	..	21	H.d.										
KIPPEN S.B. .. – ..	..	..	..	..	..	..	..	.. .. ..	..	..	67 19 5	86 6 5	18 7 0	32 6 10	30 6 5	..	..	5 6 2
Bucklyvie	..	25	..	..	..	.	25	G.a. H.c,w.										
Kippen	..	33	..	..	..	..	33	H.c,d.										
LARBERT S.B. .. – ..	..	..	..	..	..	..	..	.. .. ..	..	..	474 1 5	497 18 11	23 12 6	355 11 1	12 2 4	..	1 0 0	105 8 0
Carron	28	65	..	..	..	16	93	H.c,d.	..	p.								
Central	28	223	..	..	..	..	251	A.e. C.a,b,s. G.d,m. H.c,d.										
Village	..	83	..	..	..	..	83	C.a,b. H.c,d.										
LOGIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	89 0 9	103 17 6	14 16 9	31 18 9	20 6 6	..	..	36 15 6
Bridge of Allan	..	60	..	..	..	..	60	C.a,b,s. H.c,d,m.										
Causewayhead	..	19	..	..	..	..	19	H.c.										
MUIRAVONSIDE S.B. – ..	..	..	..	..	..	..	..	.. .. ..	..	..	95 8 1	96 16 0	..	48 11 0	7 12 5	..	..	40 12 7
Drumbowie .. – ..	51	..	..	..	..	..	51											
Maddiston	24	..	..	..	..	..	24											
ST. NINIAN'S S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	272 15 10	287 8 4	14 7 6	131 16 7	62 16 7	..	..	78 2 8
Bannockburn	..	78	..	..	..	..	78	A.e. C.a,b,s. G.d,m. H.d.										
Cowie	..	55	..	..	..	..	55	G.d,m. H.d,w.										
East Plean	..	49	..	..	..	..	49	G.a,d. H.c,d,n.										
Milton	..	31	..	..	..	30	44	G.a,d. H.n,w.	..	m.								
STIRLING (BURGH) S.B. ..	..	..	..	..	..	..	..	.. – ..	..	..	81 3 0	92 0 0	10 17 0	59 15 6	..	..	..	21 7 6
High School	..	31	2	1	3	..	37	D.a.	a.									
STIRLING EDUCATIONAL TRUST AND BURGH S.B. JOINT COMMITTEE	..	..	..	..	..	..	..	.. – ..	..	..	925 7 6	1042 10 0	103 16 6	574 4 11	8 18 9	190 0 0	..	170 9 10
Allan's .. .. – ..	55	144	..	..	..	..	193	H.c,d,m.										
High School	..	232	41	45	5	16	331	C.a,b,s,t. D.a. E.b. F.c. G.a,bc,d,m, mc, me,p,s. H.w.	a,c,l.	wc.								

* This includes a Credit Balance of £24 9s. 11d. brought forward from Session 1905-6.

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including first Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under: – Division II	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met. Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SUTHERLAND.																		
Clyne S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	27 10 0	27 10 0	..	12 2 10	..	..	..	15 7 2
Clyne	15	21	..	..	..	..	36	A.e. C.a,b.										
Clyne (Local Committee)	..	14	..	..	..	..	14	B.ga.	..	..	6 3 0	6 3 0	..	4 7 2	..	..	1 15 10	..
Lairg S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	22 12 0	22 12 0	..	15 0 8	..	..	..	7 11 4
Lairg	..	16	..	..	..	..	16	A.e. C.a,b.										
WIGTOWN.																		
Glasserton S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	55 4 3	55 4 3	..	32 9 2	12 4 11	..	1 18 2*	8 12 0
Glasserton	18	..	..	..	..	..	18											
Ravenstone	11	..	..	..	..	..	11											
Kirkcowan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	27 6 0	27 6 0	..	14 17 10	8 5 6	..	..	4 2 8
Kirkcowan	..	31	..	..	..	..	31	C.a,w. E.m. H.n.	..	..								
Kirkinner S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	27 3 5	27 3 5	..	7 9 4	5 11 1	..	3 17 6†	10 5 6
Kirkinner	15	..	..	..	..	..	15											
Old Luce S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 4 7	23 4 7	..	9 19 8	8 10 1	..	3 6 5*	1 8 5
Glenluce	27	..	..	..	..	..	27											
Penninghame S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	72 11 1	73 15 1	1 4 0	32 18 11	..	..	..	39 12 2
Penninghame	35	36	..	..	.	..	71	C.a,t. H.c. ..	..									
Stranraer (Burgh) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	77 7 5	85 8 11	8 1 6	55 0 11	..	..	..	22 6 6
Central	39	60	..	..	..	..	99	A.e. C.a,b. E.a,mn. G.g. H.d.	..									
Whithorn S.B.	..	..	..	..	..	..	..	.. . ..	..	..	26 1 6	26 1 6	..	8 6 10	6 18 4	..	4 5 5*	6 10 11
Isle of Whithorn	18	..	..	..	..	..	18											

* This amount is a Credit Balance brought forward from Session 1905-6.

† This amount is a Credit Balance brought forward from Session 1904-5.

TABLE No. 2.

LOCAL SCHOLARSHIPS AWARDED DURING THE SESSION 1906-7.

ARTICLES 77-83 OF THE CONTINUATION CLASS CODE.

Name of Authority awarding Scholarships.	SENIOR.			JUNIOR.		
	Number of Scholarships.	Total value of Scholarships	Department's Grant in support thereof.	Number of Scholarships.	Total value of Scholarships.	Department's Grant in support thereof.
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1.—Ayr County Committee	4	200 0 0	100 0 0	156	332 10 0	166 5 0
2.—Dumbarton Burgh School Board	2	50 0 0	25 0 0	3	24 0 0	12 0 0
3.—Dumbarton County Council	-	—	—	1	8 6 8	4 3 4
4.—Dunfermline Burgh School Board	4	260 0 0	100 0 0	-	—	—
5.—Edinburgh Royal Institution	7	110 0 0	55 0 0	12	120 0 0	60 0 0
6.—Elgin Victoria School	1	50 0 0	25 0 0	-	—	—
7.—Fife County Technical Education Committee	2	100 0 0	50 0 0	45	87 14 6	43 17 3
8.—Glasgow School Board	-	—	—	15	15 15 0	7 17 6
9.—Hamilton Burgh School Board	3	60 0 0	30 0 0	12	120 0 0	60 0 0
10.—Kilmarnock Burgh School Board	2	16 0 0	8 0 0	-	—	—
11.—Lanark County Technical Education Committee	-	—	—	299	603 17 6	301 18 9
12.—Ross and Cromarty County Secondary and Technical Education Committee	-	—	—	20	50 0 0	25 0 0
13.—Row School Board	-	—	—	7	21 0 0	10 10 0
14.—Perth Burgh School Board	-	—	—	4	50 0 0	20 0 0
TOTAL	25	846 0 0	393 0 0	574	1,433 3 8	711 11 10

TABLE No. 3.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE RELATING TO CONTINUATION CLASSES, GIVEN IN TABLE 1, FOR THE SESSION 1906–1907.

COUNTY OR COUNTY BURGHS.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II., (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen (County)	188	1,252	53	35	8	25	1,561	1,699 11 8	1,896 1 9	172 15 10	1,082 15 8	239 9 6	54 15 9	26 0 10	322 4 6
Aberdeen (Burgh)	492	3,812	1,028	476	...	139	5,147	6,585 3 9	7,076 15 6	466 17 3	4,988 17 10	180 0 0	..	60 0 7	1,520 16 6
Argyll	237	945	..	..	..	159	1,206	1,291 12 10	1,362 18 4	56 15 7	788 13 1	129 5 7	..	..	388 4 1
Ayr	2,201	4,861	331	190	123	168	7,782	9,234 12 0	10,136 16 10	596 19 2	6,423 3 0	1,639 16 10	8 13 4	75 6 5	1,399 4 3
Banff	165	516	..	..	..	12	679	540 4 5	571 0 5	17 13 0	344 0 3	10 6 8	..	39 2 7	168 15 2
Berwick	119	113	..	..	..	14	241	191 15 9	208 8 3	16 8 0	118 7 10	..	..	..	73 12 5
Bute..	26	204	..	..	..	..	230	217 2 11	281 3 11	8 11 2	157 16 5	..	..	..	114 16 4
Caithness	..	171	..	..	..	..	171	210 13 9	228 9 3	15 5 7	129 16 8	..	..	13 11	82 13 1
Clackmannan	190	1,071	92	47	10	..	1,374	1,777 1 8	1,911 4 6	127 12 0	1,204 13 5	235 7 2	..	24 13 6	318 18 2
Dumbarton	826	2,650	216	87	10	243	3,979	4,428 8 0	5,092 0 9	416 7 1	3,058 5 7	530 19 0	..	28 11 6	1,057 17 7
Dumfries..	18	588	73	22	15	69	646	703 8 11	769 10 8	52 14 10	501 4 6	..	..	54 10 0	161 1 4
Edinburgh (County)	209	762	..	..	..	62	929	956 3 9	1,005 15 2	89 2 5	423 1 4	352 19 9	..	5 5 6	185 6 2
Edinburgh (City)..	1,078	3,719	157	64	108	582	5,334	9,808 14 5	11,385 17 4	865 18 0	7,270 8 6	85 0 0	..	984 4 10	2,180 6 0
Leith Burgh	420	1,165	147	90	20	..	1,724	4,263 16 9	4,781 19 4	258 2 8	2,432 0 5	200 0 0	200 0 0	101 3 0	1,540 13 8

Elgin	81	450	26	25	..	..	582	672 14 2	711 18 8	28 19 6	442 15 5	46 4 9	..	31 12 8	169 16 2
Fife	738	4,969	194	124	57	204	6,209	7,523 5 7	8,245 1 4	615 19 1	5,040 16 3	1,196 7 6	237 4 5	34 6 2	1,129 13 11
Forfar (County)	311	1,392	112	66	35	182	1,969	2,468 13 11	2,664 16 4	131 5 3	1,797 13 5	139 6 11	50 0 0	..	546 0 9
Dundee (Burgh)	992	1,434	666	412	..	29	3 866	3,585 13 3	4,004 14 10	412 15 7	2,666 0 6	40 0 0	135 0 0	85 14 4	667 7 10
Haddington	52	159	..	..	..	..	211	348 16 7	373 5 9	17 5 10	133 5 7	148 10 6	15 0 0	6 10 10	54 16 5
Inverness	507	416	30	15	..	..	953	976 12 1	1,078 8 10	70 10 6	692 19 6	..	..	238 15 0	183 7 9
Kincardine	..	313	..	..	..	..	318	308 5 0	316 11 0	8 16 0	214 2 1	..	..	..	98 12 11
Kinross	..	195	..	..	..	..	195	124 1 5	148 11 5	20 14 6	93 1 1	34 16 4	..	..	..
Kirkcudbright	51	325	..	..	..	47	392	457 17 5	479 18 7	21 2 8	253 17 6	..	..	..	204 18
Lanark (County)	3,458	9,529	744	299	149	566	14,310	17,931 12 11	19,475 6 2	1,383 2 0	12,208 6 7	1,455 14 9	..	5 6 6	4,422 16 4
Glasgow (Burgh)	2,933	11,671	491	48	10	1,516	15,396	15,516 13 1	19,708 16 11	4,002 4 8	10,919 16 1	200 0 0	..	614 4 1	3,972 7 7
Govan (Parish)	894	3,792	346	61	12	242	5,074	6,932 4 5	8,400 12 6	1,443 8 1	5,199 3 3	27 10 0	..	229 0 10	1,501 10 4
Linlithgow	435	686	61	65	..	..	1,209	1,450 9 5	1,509 2 10	39 18 7	908 10 4	267 1 2	..	9 5 0	289 7 9
Nairn	..	164	..	..	..	..	164	140 1 0	142 0 0	1 19 0	75 17 1	43 5 3	..	95 8 10	21 15 4
Orkney	..	14	..	..	..	14	14	19 5 0	19 5 0	..	16 16 10	..	..	..	2 8 2
Peebles	33	187	..	..	..	32	248	187 5 1	222 10 2	27 4 8	112 15 1	36 0 0	..	24 0 1	50 7 11
Perth	568	2,211	74	43	8	229	2,902	2,891 13 6	3,271 12 5	337 11 2	1,825 6 10	521 7 2	..	221 10 0	511 17 2
Renfrew	1,763	6,349	560	199	86	713	9,038	11,166 13 6	12,723 10 0	1,369 15 8	7,785 2 1	1,085 4 5	46 7 0	1,921 6 2	2,545 10 5
Ross and Cromarty	37	37	..	..	..	..	74	93 12 2	97 14 2	..	64 18 1	8 19 2	..	2 18 9	25 18 2
Roxburgh	98	557	42	9	8	29	685	815 1 0	911 5 9	59 10 11	496 10 6	..	..	19 5 2	335 19 2
Selkirk	80	494	29	17	9	19	638	931 18 1	1,130 4 2	105 17 4	671 7 0	20 0 0	..	34 3 5	298 16 5
Shetland	91	108	..	..	..	89	214	201 10 2	209 13 8	7 12 6	141 18 7	..	..	..	60 2 7
Stirling	640	3,072	136	103	53	297	4,071	6,184 6 10	6,687 2 3	417 5 3	3,899 6 10	437 19 0	240 0 0	88 7 10	1,611 0 11
Sutherland..	15	51	..	..	..	..	66	56 5 9	56 5 0	..	31 10 8	..	..	1 15 10	22 18 6
Wigtown	163	127	..	..	..	..	290	308 18 3	318 3 9	9 5 6	161 2 8	41 9 11	..	18 7 6	92 18 2
Totals	20,109	70,471	5,608	2,502	721	5,631	100580	123,281 19 5	139,559 8 6	13,637 5 11	84,721 4 7	9,848 1 4	987 0 6	5,076 11 3*	28,341 8 4

* This includes a total of Credit Balances brought forward from previous Sessions amounting to £2,471 11s. 1d.

TABLE No. 4.

SUMMARY (UNDER COUNTIES) OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE RELATING TO CONTINUATION CLASSES, FOR THE SESSION 1905-1906.

COUNTY.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II., (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	709	4,782	900	531	10	218	6,729	8,084 18 2	8,898 6 4	751 12 6	5,838 12 11	478 14 4	60 0 0	26 8 9	1,814 14 9
Argyll	294	1,028	..	..	..	126	1,320	1,488 14 1	1,584 18 10	61 10 9	846 16 7	121 19 7	..	54 7 10	450 14
Ayr	2,107	4,396	350	197	80	268	7,221	8,441 10 7	9,212 5 2	614 1 10	5,394 11 11	1,519 2 8	4 10 11	188 6 9	1,005 8 11
Banff	206	524	..	..	..	..	691	549 1 9	582 14 1	19 17 0	337 10 8	52 15 9	..	27 14 6	183 18 9
Berwick	106	64	..	..	..	..	152	142 17 8	158 19 0	10 7 6	81 17 0	..	..	..	66 14 6
Bute	22	147	..	..	..	..	169	165 6 1	175 9 10	10 8 9	78 19 2	..	..	..	86 6 11
Caithness	24	220	..	..	..	..	244	252 14 5	262 2 5	8 15 6	176 6 5	1 16 6	..	2 6 0	78 11 11
Clackmannan	209	873	70	83	2	83	1,202	1,516 18 0	1,696 0 4	128 8 2	1,010 15 9	258 19 1	..	15 0 0	292 2 4
Dumbarton	1,056	2,984	132	58	14	98	3,518	4,159 12 11	4,570 1 11	359 8 6	2,742 18 4	444 7 2	..	73 5 9	950 12 2

Dumfries	91	531	30	25	9	92	690	761 13 6	831 12 10	55 2 5	565 11 4	..	..	34 12 8	176 6 10
Edinburgh	1,734	4,501	370	209	136	537	6,889	18,860 1 10	15,789 16 4	1,114 14 10	9,480 10 3	286 3 6	200 0 0	955 19 5	3,702 8 4
Elgin	117	460	30	18	..	8	633	617 8 6	639 13 8	21 3 0	426 9 11	83 3 3	..	8 0 0	122 9 9
Fife	820	4,581	154	104	56	176	5,795	7,228 3 10	7,918 7 4	618 14 8	4,861 13 3	1,174 2 2	284 8 5	81 12 11	997 15 11
Forfar	1,403	2,673	517	331	208	150	4,491	5,725 11 2	6,239 8 9	439 13 6	4,153 4 0	185 0 0	185 0 0	77 19 1	1,198 12 2
Haddington	166	294	..	..	..	9	396	520 3 2	553 10 5	30 4 6	272 16 9	204 11 10	15 0 0	1 17 9	35 10 5
Inverness	62	397	16	7	..	..	477	683 18 11	769 7 1	59 19 6	478 19 6	200 0 0	—	147 14 0	113 13 9
Kincardine	87	254	..	..	..	..	291	330 0 4	343 12 3	8 7 6	217 1 4	..	..	..	113 3 5
Kinross	..	297	..	..	..	..	297	158 16 10	193 4 4	34 7 6	119 2 7	39 14 3	..	..	..
Kirkcudbright	36	232	..	..	..	..	268	352 1 11	372 13 2	18 14 10	220 7 10	..	..	4 0 0	134 14 2
Lanark	7,739	24,081	1,392	445	117	1,995	34,366	38,895 9 5	46,309 15 1	7,112 7 2	27,417 15 3	1,584 4 1	50 0 0	863 10 11	9,378 7 2
Linlithgow	885	839	106	52	..	..	1,296	1,604 16 4	1,663 7 3	40 3 6	900 13 7	442 19 10	..	..	279 10 4
Nairn	19	118	..	..	..	4	187	111 1 0	113 3 0	2 2 0	46 16 4	45 2 3	..	81 8 6	33 2 9
Orkney	36	24	..	..	..	24	60	52 12 6	52 12 6	..	41 6 5	..	..	..	11 6 1
Peebles	24	134	..	..	..	..	158	143 7 4	163 17 2	17 12 7	87 15 11	36 0 0	..	17 15 11	28 12 10
Perth	576	2,308	77	52	7	88	3,018	2,974 18 3	3,316 16 9	311 1 10	1,856 17 4	472 17 7	..	201 14 0	584 12 8
Renfrew	1,833	5,928	444	168	77	344	8,529	10,415 0 11	11,822 18 11	1,289 12 5	7,001 11 2	1,084 2 10	780 8 8	1,294 10 7	2,193 19 3
Ross and Cromarty	24	77	..	..	..	44	95	101 8 2	155 14 9	1 5 6	70 8 10	59 4 6	..	11 8 6	16 6 2
Roxburgh	89	364	25	14	12	..	501	788 4 4	810 5 0	40 15 4	459 15 3	..	..	42 12 0	267 2 5
Selkirk	108	499	28	16	8	..	654	852 6 7	1,076 17 11	108 15 11	625 7 6	20 0 0	..	74 3 5	253 11 1
Shetland	81	117	..	..	..	93	154	132 18 5	133 17 1	..	96 19 9	..	..	..	36 17 4
Stirling	889	3,345	137	65	21	365	4,494	6,667 11 7	7,212 15 3	464 11 11	3,911 7 6	465 17 6	240 0 0	104 9 2	2,050 19 1
Sutherland	10	36	..	..	..	40	71	88 7 6	88 7 6	..	32 6 9	..	..	2 4 6	8 16 8
Wigtown	178	121	..	..	..	28	287	323 0 0	344 0 5	5 3 0	178 2 11	61 10 0	..	14 5 5	99 9 1
Totals	21,065	66,481	4,778	2,325	757	4,730	95,688	117,985 10 7	133,995 12 8	13,748 8 11	80,521 5 0	9,817 8 3	1,769 8 0	4,352 2 11*	26,760 17 0

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* This includes a total of Credit Balances brought forward from the previous Session amounting to £1,884 0s. 2d.

CENTRAL INSTITUTIONS CONDUCTED UNDER ARTICLE 87 OF THE CONTINUATION CLASS CODE.

Reports received by the Department from the authorities of the undermentioned ten Institutions as to the operations of each Institution during the Session 1906–1907, together with Special Reports as to the character of the instruction in various Schools of Art, by Mr. Alexander Roche, R.S.A., nominated for this purpose by the Department.

PAGE.

I. Aberdeen and North of Scotland College of Agriculture - - - - - 847

II. Aberdeen Gordon's College and Gray's School of Art - - - - - - - 849

III. Dundee Technical Institute - - - - 854

IV. Edinburgh and East of Scotland College of Agriculture - - - - - - 856

V. Edinburgh Heriot-Watt College - - - 859

VI. Glasgow and West of Scotland Technical College 864

VII. Glasgow Athenæum Commercial College - 880

VIII. Glasgow School of Art - - - - - - 882

IX. Leith Nautical College - - - - 889

X. The West of Scotland Agricultural College - 891

Special Reports - - - - - - - 894

Note.—A Minute regulating grants to the Edinburgh College of Art, under the management of the Municipality of Edinburgh, has been approved. This Central Institution takes the place of the School of Art formerly conducted by the Board of Manufactures in the Royal Institution.

Further detailed information may be found in the various Calendars and Reports issued by the Governors of these Institutions.

REPORTS RECEIVED BY THE DEPARTMENT ON THE WORK OF THE SESSION 1906-1907.

I.—ABERDEEN AND NORTH OF SCOTLAND COLLEGE OF AGRICULTURE.

The aims and operations of this College during the session 1906-7 have been continued on practically the same lines as formerly. The main object of the Governors to get into close contact with and to serve the interests of Agriculture in its various phases, has been kept constantly in view. The attendance at the day classes has been somewhat larger than in the previous year and it is satisfactory to note that the majority of the students continue to be drawn from the ranks of the farming community. The total number of students in attendance was 44. Extension Lecturing and Field Experiments have been carried out on a large scale. The number of applications for lectures has been larger than could be undertaken by the present staff, it being increasingly difficult to overtake this branch of the work as the interest in it has now extended to outlying districts in the College area.

The following were the enrolments in the various Central Classes :—

DAY CLASSES.

Agriculture - - - - -	13
Agricultural Economics - -	13
Surveying and Field Engineering	10
Seed Testing - - - - -	14
Agricultural Engineering - -	5
Agricultural Book-keeping - -	9
Agricultural Chemistry - -	15
Preparatory Chemistry - -	13
Organic Chemistry - - -	11
Veterinary Hygiene - - -	24
Bacteriology - - - - -	4
Agricultural Botany - - -	14
Preparatory Botany - - -	8
Agricultural Zoology - - -	13
Preparatory Zoology - - -	9
Stock-judging - - - -	35
Total class enrolments -	210
Number of students -	44

The enrolments show a perceptible falling off from those of the immediately preceding year, but it is partly accounted for by a change in conducting the surveying class during the Winter instead of in Spring. The classes were accommodated for the first time in the rooms in the new wing of Marischal College which His Majesty the King was graciously pleased to inspect in September 1906. The class rooms which have thus been provided for the Agricultural College are in every way better, healthier and more convenient than those which existed formerly. Additions have been made to the curriculum of the central classes by the provision of a course of demonstrations on Agricultural Implements and of instruction in Butter-making. The work of the various classes was reported as being in every way satisfactory. One student obtained the degree of B. Sc. (Agr.), three students received the University Diploma in Agriculture and two passed the final examination for the National Diploma in Agriculture.

FARMERS' CLASS.

Fifty-three students drawn from all parts of the College District, mostly farmers' sons, though a few were responsible farm servants such as grieves, attended a four weeks course of instruction, comprising 60 lectures on Agriculture, Agricultural Chemistry, Veterinary Hygiene and Agricultural Botany. The class was not so large as in the former session but it was as large a class of the kind as could be effectively taught and controlled. The reduction in the number allowed the lecturers to give more time to practical work in Seed Testing, &c., and one or two stock-judging demonstrations were arranged for the benefit of the pupils attending this course. The attendance of the young men was regular, they showed they were interested in the work and they professed themselves as having been greatly benefited by the instruction they had received.

STUDENTS' ASSOCIATION.

On the completion of the Farmers' Short Course in 1906 an Association for the union of past and present students of the College was formed. The Association numbers about 140 members and its aims are the distribution of literature of an educative and practical value dealing with Agriculture, Horticulture, Dairying, &c., the encouragement of simple field experiments and tests and the discussion of such problems relating to cultivation, manuring and cropping as might be deemed of importance. To the members of this Association about 1,500 copies of agricultural leaflets and pamphlets were issued in the course of the year and a series of simple but practical field experiments have been arranged for.

EVENING CLASSES.

Fifty-nine students attended a special course of 20 lectures on Agriculture delivered by Mr. R. B. Greig, F.H.A.S., F.R.S E., (Fordyce Lecturer) and 20 attended a corresponding course on Agricultural Botany. Mr. J. M. Hector, B. Sc., conducted the class. These classes were arranged for at the instance of the students who had attended a previous evening course by Mr. James Hendrick, B.Sc., F. I. C. on Agricultural Chemistry. The larger number of the students came from estate offices and commercial companies immediately connected with farming, who could not find time to attend the Central Day classes. They are reported to have given themselves earnestly to the work and showed appreciation of the information conveyed during both courses.

EXTENSION LECTURES.

The demand for Extension Lectures has been as much in evidence as it was in the previous year, and the support which the lectures and demonstrations have received is evidence of a quickened interest which has been brought about by the operation of the College among farmers and others in Agricultural Education. A feature of the work has been the lecturing conducted in the Crofter Districts of Inverness-shire and Ross-shire. Field trials, which included a few simple experiments upon oats and potatoes with the object of showing the importance of the use of new varieties, were conducted successfully by a number of crofters, and discussion of the results obtained formed the subject of subsequent lectures. Among the small farmers and crofters the Dairy and Poultry Courses have aroused very considerable interest in these subjects and should result in better methods of production and management being adopted.

The number of lectures and demonstrations for the year are summarised in the following table :—

County.	Number of Lectures.	Attendance.
Aberdeen - - - -	363	12,194
Kincardine - - -	88	3,520
Banff - - - - -	48	1,518
Elgin - - - -	99	3,847
Inverness - - - -	84	2,693
Ross-shire - - - -	127	5,398
Total	809	28,788

The Prospectus for 1907-8 contains full details as to counties visited attendances, &c.

EXPERIMENTS.

A list of the experiments conducted during the year at 81 centres is given in the College prospectus which also shews the leaflets, bulletins, etc., in connection with research and experimental work which have been issued by the college to this date. The experiments upon the feeding value of turnips manured with superphosphate and basic slag, which were carried out for two years, were completed during this season. Very various opinions are held by practical men as to the effect of manuring with basic slag upon the feeding quality of turnips. Large scale experiments were therefore carried out in which the value of the turnips was measured not merely by analysis, but also by feeding them to cattle. The main conclusion arrived at after two years experiment was that slag-manured turnips are at least as good in feeding value as superphosphate-manured turnips. Experiments on the use of water glass as a preservative for eggs were also completed. The results showed that the silica of the water glass does not penetrate into the substance of the egg at all, and that the soda does not penetrate except with such extreme slowness that eggs kept in water glass solution for about a year contain practically the same amount of soda as normal eggs. Even when the eggs are kept in water glass for several years the amount of soda is altered to only a very slight extent. It was also shown that eggs kept in water glass solution for three or four years did not decompose, remained free from any smell, and were fit for use at any rate for cooking purposes.

ADVISORY.

Inquiries in regard to agricultural matters have continued to increase. For example 230 samples of seeds were received and reported upon. Many inferior samples continue to appear but the Staff reports that this department of the College work is producing an effect and that poor and impure samples are being excluded from the northern counties. Other inquiries received related to the manuring of the land, the qualities of certain manures, prevention of finger-and-toe, the cure of slimeness in milk, etc. In a number of cases farms and crofts have been visited and the occupants advised. Sixteen samples of milk were received for the determination of fat under the scheme of the Board of Agriculture.

STOCK-JUDGING.

Practical demonstrations in stock-judging carried on during the session by means of excursions to pure bred herds, studs, and flocks, and to local auction marts, where commercial stock are shown, have been given at several centres. The utility of this system which supplements the instruction given in the class-room has been recognised and acknowledged by leading agriculturists in the north. These Saturday excursions also give the students an opportunity of seeing different systems of farming in the various localities visited and of learning the methods of mating, feeding and management which are followed by some of the most noted stockowners of the day.

II.—ABERDEEN GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART.

(REPORT BY THE HEAD MASTER.)

The Central Institution includes the day classes in the School of Art and the evening classes in the School of Art, combined with the advanced evening classes in Gordon's College, and is conducted in accordance with the terms of a Special Minute under Article 87 of the Continuation Class Code. In consequence of the arrangement come to in June, 1903, with the Scotch Education Department and the School Board of Aberdeen, as to carrying on the evening classes of the city on a common plan, elementary classes in Commerce, Science and Art are provided for in the Board's schools, and intermediate classes in Gordon's College, the High School for Girls, and in the new Higher Grade School. For all these the School

Board undertake responsibility, while the Governors become Managers of a Central Institution devoting itself entirely to the advanced stages of Literature, Commerce, Science, and Art. The only day classes of the Central Institution are those of Gray's School of Art, where the enrolment for the session is 61. The enrolment in evening classes slightly exceeds 700 individual students, constituting the advanced classes of the combined system, which, as a whole, includes an enrolment of 5,250 pupils.

I.—Day Classes—Gray's School of Art.

The scheme of reorganisation adopted by the Governors five years ago has now become effective. Briefly stated, the scheme meant the establishment of a curriculum in the school extending to four years, and including (*a*) a two years' course of Art training on sound general lines, and (*b*) a two years course of specialised training in one of the three main branches—Painting Design, and Sculpture. Each of these branches is under the care of a specially qualified instructor. The classes in Painting are under the charge of John M. Aiken, A.R.C.A.; in Design under the charge of Arthur E. Payne, A.R.C.A.; and in Sculpture under the charge of Sidney Boyes. The number of students in attendance in the classes of the first year was 12, of the second year 18, of the third year 13, and of the fourth and highest years 22. By an arrangement made with the Architects' Society (Aberdeen), 4 first-year apprentices attended special classes in Drawing every forenoon. The total number of individual students in the day classes of the school for session 1906–7 was 61. The work of the day classes in the School of Art is now consolidated on well-understood lines. There is a slow but steady advance in the annual enrolment, and there is evidence that the educational value of the full curriculum is being appreciated. Two thirds of the students now attending the school take the full course, giving 6 hours per day, or 30 hours per week over the 40 weeks of the school year. Six students have this year completed the full diploma course. Five holders of the school diploma have entered upon a course of professional training under the Aberdeen Provincial Committee in terms of the new Regulations for the Training of Teachers (Article 47). One continues at the school as a Government local scholar, and another has received a Free Studentship at the Royal College of Art, London. All the students who in 1906–7 have qualified for the diploma have been received into the school as free students for session 1907–8.

II.—Evening Classes—Gordon's College and Gray's School of Art.

In session 1906–7 a new class in Hydraulics has been introduced into the Civil Engineers' course, and various minor changes, such as have been suggested by experience, and all making for increased efficiency, have been carried out, but, on the whole, the arrangements for 1906–7 have been those of 1905–6. The truth is, that, with present accommodation and equipment, the limit of expansion has been reached, while the need for expansion is becoming yearly more pressing. It is not merely a question of numbers—it is still more a question of doing justice to the large number of able young men who are both willing to go forward, and capable of undertaking branches of work for which no provision at present exists.

The Engineering courses, so far as can be provided for, have been, on the whole, very satisfactory. Four students of the Mechanical Engineers' course have matriculated in Universities—one will graduate B.Sc. in London, two in Glasgow, and one in Aberdeen. One of the four has gained a Whitworth Exhibition. The Architects' and Builders' courses show a continuous decline, owing, no doubt, to circumstances affecting the industry in the city. The Stone-cutters' course is giving very satisfactory results, considering its present facilities. The attendance is very well maintained; the work done is very interesting and of a good standard. I think that the Art School should have a great part to play in the future in relation to the granite industry of Aberdeen. Painters and Decorators have done better than for several years past, and it is evident that we have at length struck sound lines. It is pleasant to find among the classes of students I have named a fair percentage coming up year after year for four, five, and even six years in succession. On the other hand, a great deal more might be reasonably expected of workers in wood, and from other craftsmen.

In conclusion, I beg to give expression again to a conviction which I have previously stated, and which has been much strengthened by another years' experience—namely, that there is urgent need of greatly extended facilities for advanced technical education in both day and evening classes, and that there is great need of the closest and most friendly co-operation between educational authorities and employers in all matters pertaining to the education of boys both before and during the period of apprenticeship.

GRAY'S SCHOOL OF ART.

DAY CLASSES.—CURRICULUM.

First Year.

1. Nature Study, with Outdoor Sketching	9	hours per week.
2. Drawing and Shading	6	„
3. Geometry	1½	„
4. Modelling	6	„
5. Painting	7½	„
Total	30	„

Second Year.

1. Nature Study, with Outdoor Sketching	6	hours per week.
2. Historic Art	1½	„
3. Modelling	6	„
4. Painting	7½	„
5. Drawing from Antique	4½	„
6. Drawing from Life	4½	„
Total	30	„

Third and Fourth Years.

Advanced (Specialised) Departments.

(*a*) PAINTING.

1. Painting	9	hours per week.
2. Design	6	„
3. Drawing, Antique	3	„
4. Drawing and Painting, Life	9	„
5. Modelling, Antique or Life	3	„
Total	30	„

(*b*) DESIGN.

1. Design	15	hours per week.
2. Drawing from Antique	3	„
3. Drawing and Painting, Life	9	„
4. Modelling, Antique or Life	3	„
Total	30	„

(*c*) Sculpture.

1. Drawing and Modelling	12	hours per week.
2. Modelling, Antique or Life	3	,
3. Drawing from Antique	6	„
4. Drawing and Painting from Life	9	„
Total	30	„

GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART.

EVENING CLASSES.

(a) STATISTICS OF ENROLMENT.

Total Number of Class Enrolments :—	
(a) Winter Session	1,040
(b) Summer Session	118
Total Number of Individual Students :—	
(a) Winter Session	681
(b) Summer Session	101

Average Attendance at Winter Session :—

October	871	January	770
November	879	February	747
December	805	March	717

Courses of Instruction.	Class Enrolments.	Individual Students.
I. COMMERCIAL COURSES	190	142
II. INDUSTRIAL COURSES :		
1. Mechanical Engineers	158	92
2. Electrical Engineers	24	14
3. Civil Engineers	83	48
4. Architects	60	43
5. Builders	37	23
6. Clerks of Works	5	3
7. Stonecutters	71	47
8. Wood Carvers	8	7
9. Painters and Decorators	29	16
10. Plumbers	8	8
11. Cabinetmakers	24	17
12. Lithographers and Engravers	27	17
13. Technical Chemistry	13	13
III. PURE ART	207	169
IV. SATURDAY CLASSES.		
Assistant and Certificated Teachers	53	—
Pupil Teachers	18	—
Painting	23	—
Experimental Science	14	—
V. SUMMER SESSION—(Art).		
Nature Study	27	—
Design (Decorators)	9	—
Design (Stonecutters)	11	—
Modelling	19	—
Lettering	19	—
Landscape Drawing	18	—
Painting from Life (Head)	9	—
Painting from Still Life	9	—

(b) CURRICULUM.

(a) COMMERCIAL COURSES (Fourth Year of Courses).

Subjects of Instruction.		Hours per Week.
1. Mathematics	A Lower Grade	3
„	B Higher Grade	3
2. Book-keeping		3
3. Commercial History and Geography		1
4. English	B Lower Grade	2
„	A Higher Grade	2
5. French	A Literary	2
„	B Commercial	2
6. German	A Literary	2
„	B Commercial	2

Subjects of Instruction.		Hours per week.
7. Latin	A Lower Grade	2
„	B Higher Grade	2
8. Shorthand	A (70–100 words)	2
„	B (100–140 words)	2
9. Commercial Law		1

(*b*) INDUSTRIAL COURSES (Advanced Stages of Science and Art).

Applied Mechanics	4
Architecture (Design)	4
„ (History)	2
Building Construction	4
Cabinetmaking	2
Carpentry and Joinery	2 2
Design (Pure Art)	4 4
„ (Painters)	4
„ (Stonecutters)	8
„ (Cabinetmakers)	4
Drawing (Freehand, Elem.)	4
„ (Freehand, Adv.)	4
„ from Antique	8
„ from Life (Men)	6
„ from Life (Women)	6
„ from Life (Head)	2
Electric Lighting	2
Geology and Mineralogy	2
Geodesy	1
Hydraulics	1
Magnetism and Electricity	1
Machine Design	4
Modelling	4 4 4
„ (from Life)	4
Nature Study	4 4 4 4
Practical Mathematics	4
Practical Geometry	2
Plumbers' Work	2½
Steam	4
Strength and Elasticity of Materials	1
Structures	3
Technical Chemistry	4
Telegraphy	1

SATURDAY CLASSES.

Painting	3
Pupil Teachers' Drawing Classes	2
Teachers' Drawing Class	3
Teachers' Science Class	3

SUMMER SESSION—(Ar

Nature Study and Outdoor Sketching	4
Design (Stonecutters)	4
„ (Decorators)	4
Modelling	4
Lettering	2
Painting from Life (Head)	4
Painting from Still Life	2
Landscape Painting	Two Afternoons

Classes conducted under Article 55 of the Regulations for the Training of Teachers.

1. DRAWING.

The number of Students whose attendance and progress have been regarded as satisfactory by the Scotch Education Department was 22 in the first year and 7 in the second year.

2. EXPERIMENTAL SCIENCE.

The number of Students whose attendance and progress have been egarded as satisfactory by the Scotch Education Department was six.

III.—DUNDEE TECHNICAL INSTITUTE.

The Managers of the Technical Institute, Dundee, beg to lay before My Lords of the Education Department the following Report of the work done in the classes under their control during the Session which ended on 31st July, 1907.

In the course of the school year, from September, 1906, until June, 1907, there attended the Institute classes 996 individuals: being 99 fewer than in the preceding session. This decrease is accounted for by the apprentices in the engineering trades being taught the subjects of the first year of their course of study in the School Board Classes conducted in the Harris and Morgan Academies.

Many of these apprentices will this year come to the Institute and thus raise the numbers attending the subjects of the engineering course. Arrangements have however been made whereby apprentices in the Building Trades will in the coming session go to the School Board classes for their first year's work and this fact, together with the standard of education which the Department now demands as an entrance qualifiation for students attending a Central Institution makes it unlikely that the numbers which may be enrolled this year will come up to those of former sessions.

There were no new subjects taught last session and the work done was similar to that which has been carried on for some years. By the appointment of an additional assistant for the practical work of the Textile Classes it was possible to take the students in smaller sections and the demonstrations in the machine room were thereby increased in value and by a similar division of the classes in Applied Mechanics the efficiency of the instruction was increased. The reports of the teachers on their classes point to a session of satisfactory work; the discipline has been perfect, the attendance was good and home exercises were done in a creditable manner.

The unsuitable and insufficient accommodation for some of the classes and the impossibility of providing more practical work for the students hinders the attainment of as high a standard of excellence as is desired, but nothing further can be done until the classes are transferred to the rooms and laboratories of the new Institute.

During the session the Institute was visited by Professor Unwin sent as a special inspector by the Department. Unfortunately Professor Unwin's visit was of very short duration and he was unable to report fully of the work done in the engineering and other classes.

The Training College Classes for Teachers have been held in the Institute rooms during the day-time all the past session, but the arrangements have been so carried out that the students have not in any way interfered with the work of the Institute classes.

ENROLMENTS AND ATTENDANCES.

SUBJECTS AND CLASSES.	Number of Students.	Class Meetings.	Total Attendances.	Total Student Hours.
Mensuration	75	30	1,575	1,575
Pure Mathematics—Stage I.	39	60	1,372	1,372
Stage II.	37	59	1,221	1,221
Stage III.	12	30	236	354
Practical Mathematics—Stage I.	134	30	3,068	3.068
Stage II.	55	29	1,107	1,107
Mechanics—Stage I.	210	28	3,761	3,761
Stage II.	60	28	1,238	1,238
Stage III.	8	29	182	182
Steam—Stage I.	68	28	1,431	1,431
Stage II.	29	29	710	710
Stage III.	11	29	284	284
Machine Sketching	194	30	4,099	4,099
Machine Construction—Stage I.	77	27	1,501	3,002
Stage II.	126	27	2,408	4,816
Stage III.	72	30	1,509	3,018
Stage IV.	13	31	308	616
Geometry for Engineers—Stage I.	55	30	1,372	1,372
Stage II.	65	31	1,473	1,473
Naval Architecture—Stage I.	19	30	347	347
Stage II.	15	30	307	460
Magnetism and Electricity—	43	31	953	953
Electrical Engineering—Stage I.	23	31	579	579
Stage II.	11	30	283	283
Fitting Shop	20	30	430	860
Laboratory	10	18	126	252
Telegraphy and Telephony	10	26	131	262
Surveying and Levelling	16	14	208	312
Geometry for Builders—Stage I.	51	30	1,131	1,414
Stage II.	34	30	611	764
Building Construction—Stage I.	61	30	1,341	2,682
Stage II.	23	30	511	1,022
Stage III.	19	30	379	758
Plumbers' Work—Theory I.	33	31	714	1,071
Theory II.	20	31	464	696
Workshop	37	27	777	1,554
Painters' Workshop	37	52	1,308	2,616
Carpenters' Workshop	21	31	518	1,295
Cabinet-making	11	31	293	732
Wood-carving	15	30	307	659
Chemistry—				
Inorganic Theory I.	20	30	421	421
„ „ II.	14	59	571	571
„ Laboratory I.	19	31	394	985
„ „ II. and III.	23	92	885	1,770
Organic Theory II.	8	30	168	168
„ Laboratory	4	31	49	98
Botany—Theory I.	23	30	410	410
„ „ II.	21	29	488	488
„ Laboratory	9	30	155	193
Jute Manufacture—				
Jute Spinning I.	131	28	2,517	2,517
„ „ II.	35	31	781	781
„ Clerks' Class	35	30	682	682
„ Weaving I.	70	28	1,512	1,512
„ „ II.	35	60	1,474	1,474
„ „ III.	7	29	274	548
„ „ IV.	6	30	153	153

ENROLMENTS AND ATTENDANCES—*continued.*

SUBJECTS AND CLASSES.	Number of Students.	Class Meetings	Total Attendances.	Total Student hours.
Art Subjects—				
Free Drawing Stage I. - - - -	60	30	1,196	1,196
„ „ „ II. - - - -	33	30	1,092	1,283
„ „ „ III. - -	22	30	451	530
Ornamental Design I. - - - -	17	30	343	772
„ „ II. - - - -	22	30	652	1,467
Drawing Antique Figure - - -	14	30	145	290
„ Living Model - - - -	14	56	553	1,106
Historic Architecture - - -	41	30	777	1,166
„ Ornament - - -	19	30	424	424
Architectural Design - - -	15	29	306	459
Perspective - - - - - -	5	32	150	150
Clay Modelling - - - -	6	56	184	184
Day Classes - - - -	15	90	920	2,760
Totals -	2,612	1,339	58,700	78,828

IV.—EDINBURGH AND EAST OF SCOTLAND COLLEGE OF AGRICULTURE.

REPORT ON WORK FROM MAY 1906 to MAY 1907.

The various branches organised in connection with the College were carried on successfully. There were practically no changes in the arrangements from the previous year, and while there was no going back there was little increase on the various enrolments.

The following were the enrolments in the various Central Classes :—

DAY CLASSES, 1906-07.

Agriculture and Rural Economy - - - - - - - -	30
Colonial and Indian Agriculture - - - - - - -	22
Advanced Agriculture - - - - - - - - - - -	22
General Chemistry (First Year's Course) - - - - - - -	16
„ „ (Practical) - - - - - - - -	16
Mensuration and Land Surveying - - - - - - - -	16
Handicraft - - - - - - - - - - - -	7
Botany (Lectures and Practical) - - - - - - - -	15
Natural History (Zoology) - - - - - - - - -	13
Geology - - - - - - - - - - - - -	7
General Chemistry (Second Year's Course) - - - - - -	12
„ „ (Practical) - - - - - - - - - -	6
Agricultural Botany (Lectures and Practical) - - - - - -	8
Agricultural Chemistry - - - - - - - - - - -	*11
„ Engineering (Lectures and Practical) - - - - -	9
Veterinary Science - - - - - - - - - - - -	21
Bacteriology - - - - - - - - - - - -	8
Book-keeping - - - - - - - - - - - - -	11
Forestry - - - - - - - - - - - - -	6
Economics - - - - - - - - - - - - -	5
Agricultural Entomology - - - - - - - - - -	19
University Lectures in Dairying - - - - - - - -	4
Law of Landlord and Tenant - - - - - - - - - -	13
Total Class Enrolment - - -	297
Number of Students - - - - -	61
Farmers' Class - - - - - -	33
Total Number of Day Students - -	94

Exclusive of six at the University.

Evening Classes.

Agriculture (Elementary)	43
„ (Advanced)	24
Agricultural Chemistry (Lectures)	26
„ „ (Practical)	18
Veterinary Science (Horses)	43
„ „ (Cattle)	37
Agricultural Natural History	35
Horticulture	44
Forestry	24
Total Class Enrolments	294
Number of Students	176
Total Number of Students attending Central Classes	270

An increasing number of students are taking the full Diploma Course, and four students had the Diploma conferred on them at the end of the Session.

Teachers' Classes under Article 91 (*d*) of the Code.

This branch of the work of the College has in the meantime been dropped, as under present arrangements it requires to be undertaken by the Provincial Committee for the training of Teachers.

The Governors of the College have granted the services of one member of the staff to assist the Provincial Committee in conducting a course in School Gardening.

Extension Lectures.

During the Session 309 lectures were delivered in short courses on Agriculture, Horticulture, Poultry-keeping and Veterinary Science. The total attendance at these lectures amounted to 12,252, or an average of 40 at each lecture.

Full details of the lectures are given in the College Calendar.

Systematic Instruction in Agriculture.

In connection with the County Work Department, systematic courses in Agriculture were conducted at the following centres :—

First Year's Course.

Centre.	Number of Pupils Enrolled.
Perth	57
Anstruther	33
Wellington Reformatory	60
Second Year's Course.	
Eckford	38
St. Boswells	32
Galashiels	24
Earlston	26
West Linton	24
Tillicoultry	26
Total	320

Systematic Instruction in Forestry.

Classes in Forestry were conducted at the following centres :—

Centre.	Number of Meetings.	Number Enrolled.
Haddington	12	40
Selkirk	12	32
Total		72

INSTRUCTION IN DAIRYING.

Courses of instruction in Buttermaking and Dairying were conducted for three weeks at each of the following centres:—

Centre.	Adult.	School Children.	Total.
Berwickshire—			
Lauder	9	—	9
Fifeshire—			
Letham	11	—	11
Kirkcaldy	15	—	15
Auchtertool	16	—	16
Forfarshire—			
Kilry	9	3	12
Carmyllie	11	13	24
Lethnot	12	—	12
Liff	7	17	24
Kinross-shire—			
Blairingone	17	—	17
Mid-Lothian—			
Heriot	13	9	22
Edinburgh	22	—	22
Roxburghshire—			
Lilliesleaf	21	4	25
Pleasants	24	—	24
Selkirkshire—			
Lindean	13	—	13
Ettrick	9	—	9
West Lothian—			
Linlithgow	14	—	14
Bathgate	14	—	14
Peeblesshire—			
Skirling	14	15	29
		Total	312

PRACTICAL INSTRUCTION IN POULTRY KEEPING.

In connection with the Dairy Classes, at most of the centres, practical instruction was given in killing, plucking, and trussing poultry. There were also, in connection with courses of lectures on poultry-keeping, classes conducted for practical work as follows:—

Centre.	Number of Meetings.	Number of Pupils.
Dairsie	10	16
Kinnesswood	10	17
Newburgh	10	13
	Total	46

ADVISORY

The Advisory Department continues to be taken advantage of to an increasing degree. As the College and its work gets better known throughout its area, the farmers, to an increasing extent, look to its Staff for assistance in difficulties as they arise.

EXPERIMENTS.

A list of the experiments conducted during the year at 34 centres is given in the College Calendar.

V.—EDINBURGH HERIOT-WATT COLLEGE

(REPORT BY THE PRINCIPAL.)

The total number of students in the evening classes was 3,606, a slight increase in the numbers of last year. The number of students in the day college was 190, which is also a slight increase on last year. Besides the students actually enrolled and paying fees, the classes held by the Edinburgh Typographia are now carried on in Brown Square School in premises provided by the Governors, although these classes have not yet actually been incorporated with the Heriot-Watt College Classes. The number of students in the Typographia Classes last session was 124.

In addition to the Engineering and Chemistry students at the day college instruction was given in the Art department during the day for 103 King's students, and accommodation was also provided for these students, in the subjects of Hygiene, Phonetics, Singing and Method. Accommodation in the Art department was also provided in the daytime for 232 Normal School teachers in training, so that more than 300 students received instruction in the Art department during the daytime. The total number of students who have been taught on the premises of the Heriot-Watt College and in Brown Square School last session amounted to 4,255, being the largest number for which the College has ever provided.

In spite of the large number of students accommodated under the roof of the Heriot-Watt College, the amount taken in fees has diminished, as compared with last year. The total receipts for fees for last session were £3,031, as compared with £3,176 received in the previous session, a decrease of £145. This is very largely explained by the fact that the instruction given to the Normal School Teachers in training has been paid for by a sum handed over to the Trust direct, and not by means of fees.

With reference to the arrangement with the University for the joint teaching of Engineering, 22 of the Heriot-Watt College students attended Professor Beare's course on Strength of Materials, and 22 University students attended the Prime Movers and Electrical Engineering classes at the Heriot-Watt College. At a meeting of the Joint Advisory Committee it was decided that special notice should be taken in the University Calendar of the fact that post-graduate instruction in Electrical Engineering and Technical Mycology can be obtained at the Heriot-Watt College. It was also decided to recognise the winter and the summer course in Chemistry at the Heriot-Watt College, as qualifying for the first B.Sc. examination.

There is nothing of special interest to record in connection with the courses of study in the College, as there has been little change upon the instruction as given in the previous session, but it is gratifying to be able to report that the number of students in the higher departments of the evening classes again shows an increase, the figure being 957, as against 932 in the previous session.

Regarding the arrangements with the School Board for the co-ordination of the work of the evening schools with that of the Heriot-Watt College, the number of students who have been sent on from the evening schools as qualified for admission to the Heriot-Watt College, still remains very small, only 25 having come to the College under this arrangement. Under the new arrangement which has been made with the School Board, and which will come into force next winter, the Heriot-Watt College will discontinue its classes in Elementary Geometrical Drawing and Shorthand, which will mean a reduction in the number of students attending the college of about 400. The actual saving—putting salaries against fees received—will be about £30. On the other hand, the School Board has undertaken to reduce their courses of instruction in Commercial and Technical subjects, from three to two years, and to publish a Joint Directory, showing the scheme of co-relation between the classes of the Evening Schools and the Heriot-Watt College. It is to be hoped that under these new arrangements a larger number of students will come on to the Heriot-Watt College, and, in this connection, it is encouraging to know that a similar scheme, which has been adopted in Glasgow, has already resulted in a considerable number of students going from the evening schools there to the technical classes at the Glasgow and West of Scotland Technical College.

With a view to improving the quality of the students entering the day college, the Governors have decided that all students wishing to come to the day college must either pass the entrance examination, or show that they are otherwise qualified, before being admitted. It has also been decided that a preliminary course of instruction in Mathematics, Mechanics, Physics, Machine and Geometrical Drawing, will be provided during the summer months for students who are not fit to enter the ordinary classes of the day college. These decisions may result in a diminution in the number of students for a year or two, but there is no doubt that ultimately the quality of the students entering the day college will be improved.

During the winter, Professor Unwin, on behalf of the Scotch Education Department, inspected the Engineering Classes, and the report was a most satisfactory one. Professor Unwin speaks highly of the arrangement of the various courses, and, in the course of his report, says—"I believe very excellent work is being done in all sections of the Engineering Department. . . . The classes were in perfect order, and the students apparently interested and keen on their work."

There have been several meetings of the Trade Advisory Committees in connection with the Printing Trades and the Plumbing Trade, and they have been able to do very useful work in developing and improving the classes of the college by their advice and assistance. The policy of forming Trade Advisory Committees might now very well be extended to include some other departments of instruction in the college

The most important development during the past twelve months has been the decision of the Governors to enlarge the college. With a view to doing this, subscriptions were invited from the public, with the result that the sum of £2,775 has been raised. In addition to this amount, the Printing Trades' Advisory Committee already referred to have been instrumental in raising independently the sum of £1,235, which is to be used for the development of the classes connected with the Printing Trades. It has been decided to proceed with the enlargement of the department of Mechanical Engineering at once. The Scotch Education Department have intimated a grant of £5,750, which, added to the sum already collected, makes a total of £8,525. Plans have been prepared, and estimates accepted, and the work of enlarging this department is now going on, the further development of the college being left over in the meantime. Among those who have promised subscriptions, Dr. Andrew Carnegie has promised to give £1,000, when the amount raised by the public has reached the sum of £5,000. It is of the utmost importance that this additional sum of £990 should be raised to enable the Governors to receive Mr. Carnegie's subscription.

Five students have taken their degree of B.Sc. during the past twelve months, and six students have been awarded the diploma of the College—three in Mechanical Engineering and three in Electrical Engineering.

During the session, Professor Baily and Mr. Cleghorne (Carnegie Research Scholar) concluded a research on "Commutation in Direct Current Dynamos," a paper being read before the Institute of Electrical Engineers. Dr. Varley and Mr. Unwin carried out a research on "The Influence of Temperature on the Photoelectric discharge from Platinum," a paper being read by them before the Royal Society of Edinburgh. The Principal read a paper before the Society of Arts, London, on "Oils, Varnishes, and Mediums used in the Painting of Pictures," published in the Journal of the Society of Arts (April 5th, 1907).

In connection with the Technical Mycology department, under the arrangement made with the Carlsberg Brewery, Copenhagen, two of Dr. Westergaard's students have been admitted to the brewery for a course of practical instruction, and another of the students in this department has just returned from a visit to Denmark, where he has had opportunities of seeing the methods employed in the large dairies and butter and margarine manufactories.

An old student of the college has passed the examination for the Associateship of the Institute of Chemistry, and another former student of the College and now a junior assistant in the Chemistry Department, has passed the Intermediate Examination of the Institute of Chemistry. One of the assistants in the Building Construction Classes has been awarded the medal of the Royal Institute of British Architects for a paper on "Steel as applied to Architectural Construction." It is also worth noting that out of 12 successful candidates at the Royal Sanitary Institute's Examination for Inspector of Nuisances, 10 were students of the Heriot-Watt College.

EVENING CLASSES.

DETAILED STATEMENT OF CLASS ENTRIES.

I.—*Scientific and Technological Classes.*

Machine Construction (Elem., 82 ; Adv., 16)	98
Applied Mechanics (Elem., 122 ; Adv., 47 ; Hons., 9)	178
Prime Movers (Elem., 64 ; Adv., 25)	89
Graphics	46
Strength of Materials	49
Mechanics of Structures	15
Handicraft (Metal Work)	28
Electricity and Magnetism (Elem., 109 ; Adv., 34 ; Hons., 9 ; Pract. Adv., and Hons., 14)	166
Electrical Engineering (Elem., 113 ; Adv., 36 ; Hons., 40)	189
Telegraphy and Telephony (Ord., 16 ; Hons. 16)	32
Physics (Elem., 30 ; Adv., 10 ; Pract., 31)	71
Chemistry—	
Theoretical Inorganic (Stage I., 57; Stage II., 17; Stage III., 7)	81
Practical Inorganic	81
Theoretical Organic (Elem., 10 ; Adv., 5 ; Hons., 1)	16
Practical Organic	16
Paper-making Chemistry (Theor., 11 ; Pract., 11)	22
Mathematics (Stage I., A, 101 ; B, 99 ; Stage II., 74 ; Stage III, 27 ; Stage IV., 10 ; Calculus, 19)	330
Mensuration	31
Land Surveying and Levelling	18
Geometrical Drawing (Elem., A, 74 ; B, 42)	116
Geometry (Practical Plane and Solid)	11
Mining Engineering (Jun., 12 ; Adv., 32)	44
Mine Surveying	12
Geology (Elem., 13 ; Intermediate, 8 ; Economic, 17 ; Hons., 3)	41
Building Construction (Elem., 98 ; Adv., 75 ; Hons., 1st year, 26 ; Hons., 2nd year, 6)	205
Architectural Perspective	13
Quantity Surveying (Jun., 40 ; Sen., 24)	64
Sanitary Science	82
Municipal Engineering	24
Physiology (Jun., 33 ; Sen., 26)	59
Hygiene (Jun., 17 ; Sen., 11)	28
Botany (Elem., 34 ; Adv., 14 ; Adv. Pract., 15)	63
Pharmaceutics (Materia Medica)	12
Paper Manufacture	18
Gas Manufacture	20
Natural History	6
Technical Mycology	7
Total in Scientific and Technological Classes	2,381

II.—*Art and Trade Classes.*

Art Department	344
Painters' and Decorators' Work (Jun., 78; Sen., 35; Adv., 7)	120
Photo Process Work (Photography, 11; Etching, 14)	25
Lithography	22
Typography	9
Bookbinding	15
Carpentry and Joinery (Ord., 42; Hons., 24; Pract., 17)	83
Plumbers' Work (Jun., 73; Sen., 36; Pract., 50)	159
Masonry and Brickwork (Ord., 16; Hons., 9)	25
Cabinet Making	25
Wood Carving	20
Watch and Clock Making	18
Machinery for Printers	80
Tailor Cutting	70
Total in Art and Trade Classes	1,015

III.—*Commercial Classes.*

Shorthand (Jun., A, 55; B, 38; C, 40; D, 31; Inter., A, 36; B, 23; Reporting, 43; Reporting Practice, 20)	286
Book-keeping (Jun., A, 52; B, 58; Sen., 78)	188
Commercial Correspondence and Précis Writing	55
Commercial Arithmetic	62
English Language and Composition (Jun., 80; Adv., 54)	134
French (Elem., A, 62: B, 51; Inter. A, 61; B, 58; Sen., 51; Sen. Adv., 17; Com., 14)	314
German (Elem., 65; Inter., 48; Sen., 20; Adv., 14; Com. 11)	158
Spanish (Jun., 30; Sen. and Com., 15)	45
Commercial Geography	10
Economic Science	15
Commercial History	7
Practice of Commerce	31
Principles of Accounting	36
Algebra for Accountants	36
Actuarial Science	18
Banking and Banking Law	23
Commercial Law	12
Lectures to Grocers	99
Total in Commercial Classes	1,529

IV.—*Literature, Music, and Languages.*

English Literature and Composition	63
Latin (Jun., 38; Sen., 27)	65
Greek	9
Elocution (Elem., 103; Adv., 53)	156
Music (Jun., 52; Sen., 21; Harmony and Counterpoint, 11)	84
Total in Literature, Music, and Languages	377
Total in Science and Technological Classes	2,381
Total in Art and Trade Classes	1,015
Total in Commercial Classes	1,529
GRAND TOTAL	5,302

SUMMARY.

Evening Classes.

Number of Individual Male Students	3,086
„ „ Female „	520
Total Number of Individual Students	3,606

Day Classes.

First Year Engineering Students	39
Second Year " "	43
Third Year " "	29
Chemistry Students	16
Technical Mycology Students	11
Motor Car Engineering Students	20
Miscellaneous and Special Students in Mathematics, Physics and Machine Drawing Handicraft	11
Agricultural Students	16
Art Students	5
Total Number of Individual Students	190
Total Individual Students, Day and Evening	3,796

Day College Summer Session.

Workshop Students	16
Students in Laboratories	8
TOTAL	24

ABSTRACT OF OCCUPATIONS.

Young Men.

Building Trades, including Workers in Wood, etc.	262
Engineers, Blacksmiths, Mechanics, Workers in Metal, etc.	440
Electrical Engineers, Electricians, Scientific Instrument Makers, Watch and Clock Makers, etc.	202
Architects, Surveyors, Civil Engineers, Mining Engineers, Draughtsmen, etc.	330
Printers, Compositors, Lithographers, Engravers, etc.	176
Painters and Decorators	128
Plumbers, Gasfitters, etc.	118
Trades involving Applied Art—Jewellers, Furniture Makers, Bookbinders, Photographers, etc.	84
Chemists, Analysts, Brewers, Druggists, etc.	117
Clerks in Commercial Offices	340
Clerks in Government Offices, Banks, Law Offices, Insurance Offices, Accountants' Offices and Public Offices	332
Salesmen, Shopkeepers, Warehousemen, etc.	190
Teachers	61
Students	68
Occupations not included in the above classifications	150
No occupation stated (chiefly boys just left school at time of enrolment)	88
Total number of Young Men	3,086

Young Women.

Printing Trades	8
Dressmakers, Milliners, Tailoresses, etc.	23
Clerkesses, Cashiers, Civil Service, etc.	158
Saleswomen, Shopkeepers, etc.	15
Teachers, Governesses, etc.	78
Art Decorators and Designers	17
Students (University, Training College, etc.)	31
Occupations not included in above classifications	19
No occupation stated	171
Total number of Young Women	520
TOTAL NUMBER OF MATRICULATED STUDENTS	3,606

VI.—GLASGOW AND WEST OF SCOTLAND TECHNICAL COLLEGE.

The retrospect of the year is overshadowed by the death, on 19th August, of the Chairman of the Governors, Sir William Robertson Copland, LL.D., with whose personality are associated all the important movements which have marked the progress of the College during the last ten years.

The Board have also lost the services of Mr. David Thomson, who had been a Governor for eleven years, but declined re-nomination on the expiry of his last term of office. During the greater part of this period he was the only architect on the Board, and rendered valuable assistance to the College in connection with the Department of Architecture and Building Trades.

Mr. Walter W. Blackie, B.Sc., also resigned his office as representative of the Glasgow Royal Philosophical Society, and the Governors have recorded their sense of his services to the College, particularly as Convener of the Committee in charge of the Department of Printing and Allied Trades. During his Convenership, the Department, from a single class in Lithography, developed into one of the most important in the trade section in the College, and now includes large classes in Lithography, Typography, and Bookbinding, the work-rooms being fitted with an excellent equipment of type, lithographing and printing machines, and bookbinding apparatus.

Mr. Blackie has been succeeded by Dr. Freeland Fergus, President of the Royal Philosophical Society, to whom the Governors gave a cordial welcome.

The number of students continues to increase, and a marked advance has been made over any previous session, as is shown by the following table:—

	1905–6.	1906–7.
Individual Students—		
Day Classes	535	544
Evening Classes—		
In College	3,758	4,381
At Country Centres	54	131
Total Individuals	4,347	5,056
Class Enrolments—		
Day Classes	2,071	2,034
Evening Classes	6,190	7,618
Totals	8,261	9,652
"Student-hours"—		
Day Classes	173,806	200,739
Evening Classes	226,061	275,211
Totals	399,867	475,950

The figures given under "Student-hours" show the aggregate attendances actually made during the session.

The additions to the staff during during the session included the appointment of Mr. William Blackadder, B.Sc., as Lecturer and Senior Assistant in the Department of Mechanics. More than one thousand individual students were on the roll of this Department, and the strengthening of the staff had become imperative. Mr. Blackadder was formerly a valued assistant for evening classes, but left some years ago to take up an important engineering appointment in Aberdeen. He has accepted an invitation to return to the College in a more responsible capacity, and, while his time will be given principally to Mechanics, his assistance will also be available for the Department of Civil Engineering.

In the Department of Motive Power Engineering, additional classes have been instituted in Marine Engineering, also a new course in Locomotive Engineering, under the charge of Mr. M. Blacklock, of the North British Locomotive Company, Limited. During last summer, at the request of the War Office, a course in the Mechanism of the Motor Car was held for a number of non-commissioned officers and others, and was entirely successful. A more systematic evening course, designed for motor engineers, has been arranged for next session, and will be in charge of the same lecturer, Mr. James Gunn.

In the Decorative Trades Section of the Department of Architecture, Mr. J. Stewart has been appointed Instructor of a new practical class in Ornamental Wrought-iron Work, and Mr. John Taylor of a new class in Drapery Cutting and Upholstery. The classes in Modelling and Wood Carving have been re-organised, and Mr. William M'Intosh has been appointed Instructor.

In the Department of Civil Engineering an important departure was made in the holding of a Surveying Camp at the foot of Hell's Glen near Lochgoilhead, on the Ardgoil Estate of the Glasgow Corporation. The Governors are indebted to the Corporation for facilities given for the Camp and for the arrangements made for the convenience of the students by the Manager of their Pole Farm, Mr. David Brown. The weather was very wet during the whole period of the course, but much good work was done nevertheless, and the results were highly encouraging. The class was attended by 14 students, who greatly enjoyed their new experience of living under canvas, and the carrying out of surveys in one of the most beautiful parts of the West Highlands.

Among the new developments of last session was the establishment of classes in Watchmaking. The number of enrolments was so large as to necessitate the opening of afternoon classes in addition to the evening classes originally announced. The Governors have been gratified by the support they have received, and particularly by the receipt of a gift of £300 from Mr. James Panton, which sum has been invested, the income to be employed for the provision of prizes, and of tools and material required in the practical classes.

The Governors have been requested repeatedly to establish classes for Tailors, and have appointed a Provisional Committee, consisting of employers and operatives engaged in the trade, for the purpose of organising a course for the coming session. The Committee have already received indications that a considerable number of students are prepared to enrol.

The Governors co-operated with the Provincial Committee, for the Training of Teachers by providing Vacation Classes for Teachers during July, each course extending over three weeks. The students were drawn from all parts of Scotland; in Botany the class was full to overflowing, while in Chemistry and Natural Philosophy the numbers enrolled made necessary the appointment of an additional teacher for each section.

A course of lectures for Grocers was also given at the request of the Glasgow Grocers' and Provision Merchants' Association. This was very largely attended, and, in response to numerous applications, the Governors have arranged for special practical classes by Dr. Ellis in continuation of the lecture course of last session.

The opening of the Bakery School on the 25th September, 1906, was a noteworthy event in the history of baking in Scotland, and was attended by members of the trade drawn from all parts of the country. The success which followed the opening of the school went far beyond the expectations of the Committee. Nineteen students, giving their whole time to the College, were enrolled, while barely half of the students eager to attend a full course in the evening could be admitted. The Classes announced in the first instance had to be doubled, and notwithstanding this, the candidates for admission to each section had to be selected by ballot. It is not often found possible to hold summer classes in subjects of this character, but a full series, both in breadmaking and confectionery, was largely attended during the summer session. The Lord Provost has shown his special interest in the work of this Department of the College by the gift of prizes to the best day student and the best evening student in each section of the school. These prizes were presented by the Lord Provost at the end of the session, when he addressed the students, and at the same time intimated his intention to make a like gift next session.

The thanks of the Committee have been given to the Scottish Master Bakers' Association for the loan of a valuable set of botanical and bacteriological models, and of models of ovens and bake-house machinery.

The negotiations with the authorities of the Weaving College for its amalgamation with this College have been carried on during the session, and the basis of an agreement satisfactory to both institutions has been adopted. Under this agreement, the Committee of the Weaving College will have the right of appointing a life Governor to the Board of the Technical College, and of nominating two-thirds of the members of the Committee (other than Governors), under whose charge the Textile Department of the College would be placed. The provision of funds for the erection of what would become the Textile Section of the College is the only obstacle in the way of the projected amalgamation. The Governors of the Technical College have indicated their willingness to provide the necessary site which has cost £15,000, and a grant will be forthcoming from the Education Department to meet the estimated cost of the buildings, provided that a sum of about £3,000 is obtained from other sources. The desire for an amalgamation has been strengthened by the action of the Trustees of the late Mr. Thomas Graham Young. Mr. Graham Young, who during his lifetime was a large subscriber to the Building Fund of the Technical College, commended the needs of the College to the consideration of his Trustees, and the Trustees, having approved proposals submitted to them for the establishment of a Dyeing and Bleaching Laboratory, made a grant of £10,000 for that purpose, and granted besides a sum of about £850 for the provision of additional apparatus required in the Departments of Chemistry. Provision is being made for placing this new laboratory in the section of the College now being erected, contiguous to the rooms of the Department of Applied Chemistry. The resources of the engineering side of the College, combined with this laboratory and the very fine collection of textile looms and machinery now possessed by the Weaving College, would secure the establishment of a textile department comparable in every way with any other textile school in the country.

The most important of many questions which occupied the attention of the Board of Studies during the session was the revision of the courses of study leading to the College Certificate Hitherto these courses extended over six years, and were designed to enable a student to pass into the third-year day course, and thus obtain the Diploma of the College. It was felt that, while fulfilling this condition, the courses had the effect of deterring students who had no intention of proceeding to the Diploma from entering upon an organised course of study. On the recommendation of the Board, the Governors have adopted new courses which will permit a student giving attendance for not more than three evenings per week for five winter sessions to qualify for a Course Certificate. Attendance upon certain supplementary evening classes during a sixth year will be necessary before a student will be qualified to proceed to the last year of the day course qualifying for the Diploma.

The "David Elder" Lectures in Astronomy have continued to attract very large audiences. The series for the session was begun by Sir Robert Ball, LL.D., D.Sc., F.R.S., who lectured upon "Volcanoes and Earthquakes." He was followed by the Rev. Edward Bruce Kirk and Professor George Forbes, M.A., F.R.S., who each gave a course of eight lectures.

More than 1,000 tickets were issued, of which 756 were for the complete series. These numbers are not included in the statistics given above.

It was mentioned in the last report that the erection of the second section of the College Buildings had been begun. Some time was allowed to elapse after the foundations were completed before a commencement was made with the superstructure, but the work is progressing rapidly, and it is expected that the section will be ready for occupation for the session 1908-9. The third section will complete the buildings as originally planned, and it is hoped that the Governors may be enabled to make a commencement with this block during the coming year. The financial position of the Building Scheme is shown by the following statement:—

Subscriptions, Grants, &c.			£294,612 5 8
Expenditure and Liabilities—			
First Section—			
Site	£29,653 11 11		
Contracts, Architect, &c.	155,685 9 9		
Equipment	26,693 8 2		
		£212,032 8 10	
Second Section—			
Site (St. Paul's Church)	15,000 0 0		
Contracts, Architect, &c.	48,832 9 3		
		63,832 9 3	
		£275,864 19 1	
Estimated Expenditure still to be incurred—			
Completion of George Street Wing as originally planned		£26,000 0 0	
Equipment of Second and Third Sections and completion of Equipment of First Section		30,000 0 0	
			331,864 19 1
Balance, being sum still to be raised			£37,252 13 5

The Governors gratefully acknowledge the additional donations to the Building Fund and particularly the grants of £35,000 which the Education Department has made from the General Aid Grant, but it will be evident that the Building Scheme cannot be carried so far as was originally planned, or so far as is urgently required to meet even the existing demands for accommodation, unless further contributions are forthcoming. The Governors point with confidence to the economical and satisfactory expenditure of the funds already entrusted to them as the strongest justification for their appeal for further contributions to enable them to complete the buildings, and give adequate space for, at least, the work the College is now undertaking.

The following is an excerpt from the Report of the Librarian:—

"Three specially noteworthy gifts were made to the Library during the session. Dr. Thomas Reid, Elmbank Street, presented about 150 volumes principally on mathematics and physics. They include some of the rare and valuable works of Gallileo, Wallis, Barrow, Newton, Ditton, Gunter, Monge, Carnot, and De Morgan, besides more modern treatises, and but few of them were already in the Library. Another was a gift by Mrs. Blyth of about 100 volumes from the private collection of the late Professor James Blyth. They consist chiefly of textbooks and treatises on physical science and volumes of transactions and proceedings of learned societies, which latter have been found very useful in completing sets. The third was from Wm. G. Crum, Esq., Bannockburn, and consisted of 187 volumes of the Annales de Chimie and other scientific magazines, and works on chemistry and physics."

During the year the Governors have received several gifts of valuable memorials of professors and others associated with the College, or with the Institutions amalgamated with it. Notable among these is a bust of the late Dr. James Young, of Kelly and Durris, which was presented to the College by his daughter, Mrs. Walker, of West Calder. This bust has appropriately found place in the Lecture Room of the Department of Technical Chemistry, endowed by Dr. Young.

The Trustees of Mr. Robert Hogg have presented a large oil painting of the late Sir W. H. Perkin, F.R.S., the founder of the aniline dye industry, who was the first occupant of the Chair of Technical Chemistry.

A portrait of the late Professor James Blyth, LL.D., has been presented by his successor, Professor James Muir, D.Sc. There has been set on foot a movement for the endowment of a scholarship or prize as a memorial to Professor Blyth, and a substantial sum has already been subscribed towards this object.

Under the terms of the Special Minute governing grants to the College from the Scotch Education Department, the College was visited during the session by Professor W. C. Unwin, B.Sc., LL.D., F.R.S., M.Inst.C.E., M.I.Mech.E. The Governors were gratified with the tenor of Professor Unwin's Report.

The reports of the External Examiners for Trade Classes were submitted to the Governors after the final examinations of the session, and, without exception, were of a satisfactory character. The External Examiners were:—

Boilermaking—Mr. George M. Welsh, of Messrs A. & J. Inglis, Ltd. Pointhouse Shipbuilding Yard, Glasgow.

Painting and Decoration—Mr. W. Fraser Dobie, Master Painter, Edinburgh.

Furniture Design and Ironwork—Mr. Wm. Simpson, of Messrs. Whytock, Reid & Co., Edinburgh.

Modelling and Woodcarving—Mr. Harry S. Gamley, Modeller and Sculptor, Edinburgh.

Plumbing—Alderman Richard Hind, J.P., ex-Mayor of Stockton-on-Tees.

Sheet-Metal Classes—Mr. Duncan Maitland, of the Caledonian Railway Company.

Breadmaking—Mr. James K. Smith, Master Baker, Edinburgh, and Mr. John L. Macfarlane, of Messrs Macfarlane, Lang, & Co., London and Glasgow.

Confectionery—Councillor Alexander Austin, Elgin.

Bootmaking—Mr. W. Richardson, of Messrs. Kelly and Co., Kilmaurs.

Typography—Mr. Walter B. Blaikie, of Messrs. T. and A. Constable, Edinburgh.

Lithography—Mr. D. Cumming, of Messrs. M'Lagan and Cumming, Edinburgh.

Bookbinding—Mr. William Pender, Edinburgh.

Watch and Clock Making—Mr. Thomas D. Wright, of the Department of Horology, Northampton Institute, London.

ENROLMENTS IN THE SEVERAL DEPARTMENTS OF THE COLLEGE.

DAY CLASSES.

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mathematics.				
I. (Algebra, Graphs, Trigonometry. Geometry—similar figures) -	111	119	11,868	11,868
II. (Elementary Calculus) - -	49	95	4,178	4,178
III. (Higher Calculus and Analysis) -	30	119	3,326	3,326
Summer Session - - - -	34	51	1,257	1,667

DAY CLASSES—*continued.*

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Natural Philosophy.				
General Course I. - - - -	104	96	8,769	8,769
Experimental Physics, Course II. -	10	66	570	570
Heat and Thermodynamics - -	35	23	687	687
Practical Physics, Engineers - -	79	23	1,457	4,367
„ General - - -	6	121	284	727
Medical Physics - - - - - -	9	57	473	473
Summer Session—				
Experimental Physics, General Course - - - - - -	24	20	376	376
Practical Physics, Course for Chemistry Students - - -	12	40	396	1,140
General Course - - - - -	10	40	205	467
Special Course in Practical Physics for Teachers - - -	27	15	402	2,010
Chemistry.				
Inorganic Lectures, Course I. - -	105	119	11,252	11,252
Organic Lectures, Course I. - -	11	42	410	410
Laboratory, Engineers - - -	74	24	1,379	15,131
„ General Course I. - -	32	120	2,488	8,163
„ „ II. - -	28	125	2,717	12,921
Summer Session—				
Inorg. Lect., General Course -	20	19	329	329
„ Course II. - -	16	45	644	644
Organic Lectures, Course II. -	6	40	222	222
Physical Chemistry - - -	14	40	529	529
Laboratory—				
Course I. - - - - - -	27	51	1,019	3,752
„ II. - - - - - -	22	46	873	4,840
Courses for Teachers—				
Course I. - - - - -	7	15	99	493
„ II. - - - - -	16	15	235	1,175
Technical Chemistry.				
General Course - - - - - -	24	70	1,405	1,405
Laboratory, Fuels and Oils - -	34	23	736	1,472
„ General Course - -	5	121	326	1,584
Summer Session—				
Laboratory - - - - - -	7	51	292	1,651
Metallurgy.				
Lectures, Course I. - - - -	10	43	403	403
„ „ II., Iron and Steel -	3	68	195	195
„ „ „ Precious Metals -	4	45	152	152
„ „ „ Assaying - -	11	22	199	199
Laboratory - - - - - - -	23	124	1,524	6,908
Summer Session—				
Lectures, Course II., Heavy Metals -	6	37	209	209
Laboratory - - - - -	12	47	346	1,406

DAY CLASSES—*continued*.

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mechanics.				
Lectures, Course I.	103	23	2,030	2,030
” ” II.	48	70	3,230	3,230
” ” III. (Dynamics of Machinery)	11	47	505	505
” ” ” (Strength of Materials)	24	50	1,146	1,146
Laboratory, Course I.	41	21	795	2,385
” ” II.	15	23	309	927
Mechanics of Structures, Course I.	12	24	254	575
” ” ” II.	4	23	89	157
Structural Drawing, Course I.	8	22	153	459
” ” ” II.	4	23	89	267
Summer Session—				
Lectures	25	50	949	949
Engineering Drawing.				
General, Course I. (Engineers)	84	69	5,253	15,759
” ” (Chemists)	12	25	237	711
” ” (Metallurgist)	1	22	22	66
” Course II.	36	47	1,271	3,813
” (Civil Engineers)	7	24	142	284
General Design	11	46	458	904
Materials of Construction	35	23	763	763
Descriptive Geometry	12	47	463	693
Summer Session—				
General Drawing	21	30	496	1,536
Civil Engineering.				
Course I., Lectures	8	74	565	1,103
” Drawing	8	46	324	962
Course II., Lectures	4	47	187	282
” Drawing	4	46	162	555
Summer Session—				
Surveying	15	47	638	2,228
Drawing	17	33	486	1,944
Motive Power Engineering.				
Lectures, Course I.	53	49	2,394	2,394
” ” II.	25	71	1,681	1,681
Laboratory, Course I.	20	25	427	1,281
” ” II.	11	45	449	1,347
” Electrical Engineers	11	25	234	702
Summer Session—				
Laboratory	2	19	34	170
Electrical Engineering.				
Lectures, Course I.	41	50	1,921	1,921
” ” II.	18	71	1,223	1,223
Laboratory, Course I.	26	36	833	2,480
” ” II.	12	93	1,041	3,123
” Special Course	15	24	311	1,036
Summer Session—				
Laboratory	8	51	267	750

Day Classes—*continued.*

Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mining and Geology.				
General Mining - - - - - -	8	47	356	356
Coal Mining - - - - - -	7	25	123	123
Geology and Mineralogy - - -	12	46	370	370
Laboratory and Drawing - - -	11	121	827	2,064
Summer Session—				
Geology, General Course - -	34	11	262	262
Mine Surveying - - - - -	7	51	339	1,017
Laboratory - - - - - -	2	51	92	184
Architecture and Building Construction.				
Architecture—				
Course I. - - - - - - -	11	97	990	1,980
„ II. - - - - - - -	7	97	592	1,776
„ III. - - - - - - -	1	50	49	147
Building Construction—				
Course I. - - - - - - -	1	97	25	75
„ II. - - - - - - -	2	50	98	294
Botany.				
Summer Session—				
Special Course in Practical Botany for Teachers - - - - -	15	15	212	1,058
Bakery School.				
Lectures - - - - - - -	18	45	658	658
Practical - - - - - - -	21	123	1,960	10,768
Summer Session—				
Practical - - - - - -	8	31	166	996
Totals - - - - - -	2,034	—	101,181	200,739

Classification of Day Students attending 20 hours per week and over.

—	1st Year.	2nd Year.	3rd Year and over.	Total.
Diploma Course Students:—				
Civil Engineering - - - -	75	7	4	143
Mechanical Engineering - - -		12	10	
Electrical Engineering - - -		17	11	
Mining - - - - - - -		2	5	
Chemistry - - - - - -	13	5	10	29
Metallurgy - - - - - -		–	1	
*Architecture - - - - - -	16	8	9	33
Other Engineering Students:—				
Candidates for admission to Royal Navy, etc. - - - - - -	4	6	2	12
Additional during Summer Session only - - - - - - -	4	—	—	4

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* Diploma Students of the School of Architecture, but not necessarily giving whole time to college.

DAY CLASSES—*continued.*

Classification of Day Students attending 20 hours per week and over.—cont.

—	1st Year.	2nd Year.	3rd Year and over.	Total.
Other Chemistry Students :—				
Candidates for Institute of Chemistry Examinations, Research Students, etc.	8	7	6	21
Additional during Summer Session only	2	—	—	2
Other Mining Students :—	1	—	—	1
Summer Session only	1	—	—	1
Other Metallurgy Students :—	5	2	—	7
Natural Philosophy Student :—				
Summer Session	1	—	—	1
Bakery School :—	17	—	—	17
Summer Session only	1	—		1
Other Day Students in attendance on Classes meeting :—			—	
15 and under 20 hours per week	23	—	—	
10 do. 15 do.	38	—	—	--
5 do. 10 do.	37	—	—	—
Under 5 hours per week	109	—	—	207
Teachers attending Vacation Classes (3 weeks full time)	—	—	—	65
				544

EVENING CLASSES.

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours
Mathematics.				
I. (Algebra, Graphs, Trigonometry. Geometry—similar figures	466	48	17,213	25,820
II. (Elementary Calculus)	168	47	6,489	8,112
III. (Higher Calculus and Analysis)	28	47	1,087	1,631
Natural Philosophy.				
Dynamics—				
Course I.	28	23	442	884
„ II.	15	23	233	466
Heat and Properties of Matter—				
Lectures, Course I.	73	24	1,388	2,735
„ „ II.	11	24	198	248
„ „ III.	7	24	96	96
Laboratory, Course I.	66	24	1,224	1,836
„ „ II.	8	23	129	194
„ „ III.	5	23	65	98
Magnetism and Electricity—				
Lectures, Course I.	68	24	1,226	1,534
„ „ II.	20	24	312	312
Laboratory, Course I.	53	23	899	1,349
„ „ II.	12	24	210	315
Optics, Lectures	13	24	236	236
„ Laboratory	11	24	200	300

EVENING CLASSES—*continued.*

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Natural Philosophy—continued.				
Practical Physics—				
Course I. - - - - - -	45	25	945	2,835
„ II. - - - - - -	17	25	320	960
Chemistry.				
Inorganic—				
Lectures, Course I. - - - - -	117	49	3,937	3,937
„ „ II. - - - - -	52	48	1,916	1,916
Laboratory, Course I. - - -	85	48	2,833	5,666
„ „ II. - - -	37	48	1,447	2,894
„ „ III. - - -	6	50	247	741
„ Special Courses - -	24	72	428	1,284
Organic—				
Lectures, Course I. - - - - -	18	47	664	664
„ „ II. - - - - -	13	24	282	282
Laboratory, Course I. - - -	16	48	625	1,250
„ „ II. - - -	10	48	345	863
Dyers and Calico Printers—				
Lectures - - - - - - -	16	44	538	538
Laboratory - - - - - -	16	46	544	1,088
Technical Chemistry.				
Lectures, Fuels - - - - -	34	25	506	506
„ Oils and Fats - - -	29	24	472	472
„ Gas Manufacture - -	23	25	383	383
„ Gas Distribution - -	25	25	404	404
Laboratory - - - - - -	29	74	712	1,924
Metallurgy.				
Lectures, General Course I. -	22	24	443	443
„ „ „ II. - -	10	24	151	151
„ Iron and Steel, Course I. -	27	24	438	438
„ „ „ „ II. -	10	24	202	202
„ „ „ „ III. -	7	24	116	116
„ The Foundry - - -	25	24	477	477
Laboratory - - - - - -	44	47	863	2,589
Mechanics.				
Lectures, Course I. - - - -	372	24	7,137	14,274
„ „ II. - - - - -	166	24	2,925	5,850
„ „ III.—				
Strength of Materials - - -	24	24	449	674
Dynamics of Machinery - - -	6	24	121	182
Hydraulics - - - - - -	25	23	375	563
Structural Drawing and Design—				
Course I. - - - - - -	19	48	547	1,504
„ II. - - - - - -	4	48	115	316
Laboratory - - - - - - -	28	24	416	1,144
Mechanics of Structures—				
Course I. - - - - - -	63	49	2,596	2,596
„ II. - - - - - -	21	23	436	436
„ III. - - - - - -	15	23	311	311

EVENING CLASSES—*continued.*

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Engineering Drawing.				
General—Course I. - - - - -	100	47	3,845	6,710
„ „ I., for Building Construction Students - -	2	21	12	24
„ Course II. - - - - -	25	48	937	1,880
„ Intermediate Course - -	6	24	107	214
„ Engineering Certificate Course - - - - - -	2	13	26	52
Design - - - - - - -	3	47	98	196
Calculus - - - - - - - -	39	24	643	1,286
Naval Architecture Drawing—				
Course I. - - - - - - - -	3	47	108	216
„ II. - - - - - - - -	4	48	179	358
„ III. - - - - - - - -	7	47	184	368
Valve Gears - - - - - -	12	23	144	288
The Screw Propeller - - -	8	24	80	160
Descriptive Geometry - - -	13	48	490	490
Civil Engineering.				
Railways and Roads—				
Course I. - - - - - - - -	39	24	733	733
„ II. - - - - - - - -	8	24	162	162
Harbours and Docks - - - - -	8	24	127	127
Drawing and Design - - - -	13	24	224	448
Foundations and Materials - -	28	24	522	522
Surveying and Levelling—				
Course I. - - - - - - - -	48	24	944	944
„ II. - - - - - - - -	45	24	767	767
Sanitary Engineering, Course I. - -	55	23	1,043	1,043
„ „ „ II. - -	45	23	830	830
Motive Power Engineering—				
Lectures, Course I. - - - - -	210	24	3,750	7,500
„ „ II. - - - - -	78	24	1,490	2,980
„ „ III. - - - - -	18	24	330	495
Laboratory, Course I. - - - - -	46	24	814	1,628
„ „ II. - - - - -	5	23	77	154
Boilermaking, Course I. - - - -	84	48	2,687	4,031
„ „ II. - - - -	30	48	1,051	1,577
Locomotive Design - - - - -	53	10	371	557
Mechanism of Motor Car - - -	20	10	141	282
Electrical Engineering.				
Lectures, Course I. - - - - -	177	24	3,192	3,192
„ „ II. - - - - -	133	23	2,490	2,490
„ „ III. A and B - -	47	47	1,526	1,526
„ „ III. A or B - - -	21	24	353	353
Laboratory, Course I. - - - - -	48	24	923	1,808
„ „ II. - - - - -	23	24	393	786
„ Instrument Making - -	12	24	245	490
Telegraphy and Telephony - - -	83	24	1,473	1,473
Telegraphy, Course II. - - - -	9	23	163	163
Telephony, Course II. - - - -	52	23	994	994
Wiring and Fittings - - - - -	85	12	779	779
Motor Design - - - - - -	44	12	389	389

EVENING CLASSES—*continued.*

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mining and Geology—				
Coal Mining	50	25	986	1,972
General Mining	11	25	180	180
Mining Engineering	22	25	386	772
Geology, Course I.	54	24	855	855
„ „ II.	32	24	470	705
Mineralogy, Lectures	35	24	478	478
„ Laboratory	29	24	357	536
Special Saturday Classes for Miners—				
Mining, Course I.	18	23	334	334
„ „ II.	16	23	332	332
„ „ III.	50	23	980	980
„ „ IV.	12	23	213	426
Mining Drawing	20	23	285	475
Mathematics, Course I.	18	23	338	338
„ „ II.	15	23	319	319
General Science	10	23	201	335
Applied Mechanics and Steam	41	23	767	767
Electricity applied to Mining	65	23	1,325	1,325
Mining, Laboratory	16	23	242	403
Surveying, Course I.	13	10	106	212
„ „ II.	15	10	128	256
Naval Architecture.				
Course I.	24	24	453	453
„ II.	53	24	1,052	1,052
„ III.	35	26	661	661
Architecture and the Building Trades.				
Architecture, Course I.	35	50	1,289	2,842
„ „ II.	38	99	2,592	6,035
„ „ III.	30	48	1,132	2,790
„ „ IV.	10	25	203	203
Building Construction—				
Course I.	49	48	1,836	2,728
„ II.	10	13	108	270
„ III.	41	23	716	1,783
„ IV.	36	25	656	1,574
„ V	15	25	336	768
„ VI.	13	25	277	277
Carpentry and Joinery—				
Course I.	43	25	809	2,023
„ II.	22	25	399	998
Masonry, Course I.	10	25	227	568
„ „ II.	4	25	94	235
Brickwork	4	25	96	240
Quantity Surveying	29	25	517	1,034
Stereotomy	40	6	89	89
Decoration	49	98	1,090	2,180
Sign Writing	90	99	2,627	5,254
Imitation of Woods and Marbles	54	49	1,296	2,592
Furniture Drawing and Design	49	74	2,066	4,132
Modelling	8	49	275	550
Hammered Metal Work	6	50	180	360
Wood Carving	9	49	355	710
Practical Wood Work	18	50	500	1,000

EVENING CLASSES—*continued.*

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Botany and Bacteriology.				
Botany—				
Lectures, Course I	29	23	480	480
" " II.	8	24	108	108
Laboratory, Course I.	23	46	770	1,540
" " II.	5	47	180	360
" Special Course	2	47	89	178
Lectures for Grocers	115	18	1,371	1,371
Summer Session, Lectures	110	13	951	951
Summer Session, Laboratory	32	18	566	1,415
Bacteriology—				
Lectures, Course I.	10	24	181	181
" " II	5	24	74	37
Laboratory, Course I.	9	47	279	558
" " II.	6	48	196	392
Zoology.				
Lectures, Course I.	9	24	157	157
" " II.	8	24	110	110
Laboratory, Course I.	8	24	143	286
" " II.	8	24	105	210
Physiology	60	24	1,002	2,004
Music.				
"Euing" Lectures	56	25	878	878
Harmony, Course I.	21	24	433	433
" " II.	12	25	210	210
" " III.	9	24	166	166
Rudiments	19	49	633	633
Plumbing.				
Lectures, Preliminary Course	63	25	1,253	2,506
" Course I.	54	25	1,109	2,218
" " II.	25	25	507	761
" " III.	27	25	491	737
Practical Preliminary Course	36	25	667	1,334
" Course I.	29	25	540	1,080
" " II.	34	25	670	1,340
" " III.	13	25	253	506
" Lead Burning	60	10	542	1,084
Drawing	34	25	464	928
Country Centres—				
Coatbridge—Lectures	15	28	290	580
" Practical	15	28	277	554
Motherwell—Practical	12	24	202	404
Kilmarnock—Lectures I.	28	25	513	513
" II	10	25	186	186
" Practical	13	24	200	400

EVENING CLASSES—*continued.*

DEPARTMENTS AND CLASSES.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Sheet Metal Work.				
Lectures, Course I. - - - - -	83	24	1,189	2,378
„ „ II. - - -	32	24	548	1,096
Practical General Course I. - -	41	24	689	1,378
„ „ II. - - -	7	24	155	310
„ Sheet Iron Work—				
Course I. - - - - - - -	22	25	411	822
„ II. - - - - - - -	8	24	145	290
Bootmaking.				
Pattern-cutting, Course I. - - -	16	25	317	634
„ „ II. - - -	9	25	196	392
Course for Machinists - - - -	16	24	268	536
Printing and Allied Trades.				
Typography, Lectures - - -	47	*18	685	856
„ Practical, Machine - -	19	74	585	1,170
„ „ Case - -	24	74	838	1,676
Lithography, Lectures - - -	29	20	281	351
„ Practical - - -	20	74	856	1,712
Bookbinding - - - - - -	16	74	829	1,658
Watch and Clock Making.				
Mechanics and Drawing - - -	45	24	781	1,562
Practical Class - - - - - -	41	24	836	1,672
Bakery School.				
Lectures - - - - - - -	161	45	4,296	4,296
Breadmaking, Practical - - -	40	35	1,095	2,826
Confectionery „ - - -	60	42	1,918	3,836
„ Piping - - - -	20	19	271	542
Summer Session—				
Breadmaking, Special Class for				
Foremen - - - -	12	12	135	270
Confectionery Course I. - - -	37	10	354	1,416
„ „ II. - - -	6	10	59	236
Country Centres—				
Rothesay - - - - - - -	29	15	330	660
Hamilton - - - - - -	37	16	471	942
† Totals - - - -	7,618	—	170,146	275,211

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* Exclusive of free public lectures.

† Exclusive of the "David Elder" Lectures in Astronomy; 1,038 tickets were issued, of which 758 were for the full course of seventeen lectures.

EVENING STUDENTS ATTENDING COURSES FOR THE COLLEGE CERTIFICATE.

Students are not obliged to take in one session all the classes prescribed for a session, and considerable latitude is allowed in the order in which the several classes forming a course may be taken; hence, it is not possible to classify such students under heads which will show the stages they have reached in their several courses. The courses for a senior certificate extend over a minimum period of five years. The following table indicates the numbers of students who have declared their intention to proceed to the certificates named:—

Certificate in Engineering Science	207
Certificate in Chemical Science	4
Certificate in Mathematics and Physics	7
Certificate in Building Science	17
Joint-Certificate in Architecture of the School of Architecture	20
Other Certificates (old regulations)	2
Total	257

ASSOCIATESHIP OF THE COLLEGE.

Chemistry	Three Students
Civil Engineering	Four Students.
Electrical Engineering	Four Students.
Mechanical Engineering	Five Students.
Metallurgy	One Student.
Mining	Five Students.

COURSE CERTIFICATE OF THE COLLEGE.

Building Construction	One Student.
Chemistry	One Student.
Civil Engineering	Three Students.
Electrical Engineering	Two Students.
Mathematics and Physics	One Student.
Mechanical Engineering	Five Students.
Natural Science	One Student.

OCCUPATIONS OF EVENING STUDENTS.

MEN.

Mechanical Engineers and Draughtsmen and Structural Draughtsmen	1,248	
Boilermakers, Ship Platers, Shipwrights, and Ship Carpenters	117	
Blacksmiths, Brassfounders and Finishers, Foundry Managers, Moulders, Steel Smelters, and Roll Turners	40	
Tin and Copper Smiths and Sheet Metal Workers	119	
Civil and Mining Engineers and the Mining Industries	349	
Electrical Engineers and Draughtsmen, and Instrument makers	195	
Opticians, Watchmakers, and Jewellers	55	
Telegraphists, Telegraph and Telephone Mechanics	150	
Clerks, Travellers, and Civil Servants	247	
Teachers	174	
Architects, Measurers, and the Building Trades	721	
Chemists, Gas Manufacture, Druggists, Drysalters, Paper Makers, Dyers, Colour Makers, and Bleachers; Paint and Oil Trades	150	
Printing and Allied Trades	94	
Cabinetmaking and the Furnishing Trades	58	
Bootmaking Trades	32	
Warehousemen and Salesmen	25	
Bakers, Chefs, Cooks, &c.	267	
Grocers	110	
Other Trades	117	
No occupation or occupation not stated	117	
		4,385

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Teachers	39	
Telegraphists, Clerks, Dressmakers, Milliners, &c.	22	
Chemists and Sanitary Inspectors	7	
Other Occupations	17	
No occupation or occupation not stated	42	
		127
TOTAL		4,512

DISTRICTS FROM WHICH STUDENTS OF THE COLLEGE WERE DRAWN.

	Day Students.	Evening Students.
Glasgow (including Govan and Partick)	248	3,147
Other portions of Lanarkshire	55	534
Renfrewshire	40	359
Dumbartonshire	22	232
Stirlingshire	9	64
Ayrshire	34	122
Other Scottish Counties	85	54
England and Wales	11	—
Ireland	5	—
India (13), South Africa (8), New Zealand (2), Egypt (2), United States (2), Russia (2), Belgium (1), Holland (1), British Guiana (1), Burma (1), China (1), Jamaica (1)	35	—
Totals	544	4,512

AGES OF STUDENTS

	Day Students.	Evening Students.
15	2	9
16	15	50
17	23	162
18	41	315
19	77	387
20	62	424
21	61	457
22	61	451
23	48	396
24	34	310
25	14	209
26	20	205
27	13	157
28	10	138
29	10	90
30	5	104
31—40	26	434
41—60	14	101
Not stated (Adults)	8	113
Totals	544	4,512

VII.—GLASGOW ATHENÆUM COMMERCIAL COLLEGE.

It is gratifying to the Council to be able to report that the work of the past session has been marked by much earnestness and considerable progress.

The total of the enrolments in the various classes was 1,822, and the number of individual students 1,274, compared with 1,709 and 1,183 respectively last year, while the aggregate number of hours of attendance was 66,971, compared with 63,297 in the preceding session.

So successful were the Lectures on "Business Systems, Office and Factory Organisation, Cost Accounts, etc.," instituted last session, that they were redelivered. In the present session the Course is divided into a Junior and an Advanced Section.

Encouraged by the success of the single Lectures in French and German given in the previous session, arrangements were made for a Course of four Lectures in each of these Languages, namely, on the "Cours de Littérature Française de XVIII. Siècle," by M. Robert-Tissot, and on "Das Deutsche Drama," by Herr Oswald. Both of these Courses were given free to students of these Languages. The Lectures were well attended and much appreciated, and arrangements have been made for similar Courses during the present session.

In accordance with the Regulations of the Scotch Education Department, the Certificates of the College are awarded on result of the Class and Final Examinations, and also the attendance and progress of the students throughout the session. In the case of Languages the tests embrace oral work as well as written papers. The final examinations are conducted by external examiners appointed by the Council, with the approval of the Education Department. In connection with these examinations, prizes and scholarships to the value of over £250 were awarded.

Two Travelling Scholarships, of the value of £50 each, given by the Council in conjunction with the Scotch Education Department, for the study of Modern Languages by residence abroad, have been awarded. The Scholarships are again offered for competition at the close of the session.

A Travelling Bursary of £6 was given by the Athenæum German Literary Club with a view of enabling the holder to enjoy a short Continental holiday.

The Council again desires to express its hearty thanks to the Corporation of Glasgow, the Bellahouston Trustees, and the Burgh Committee on Secondary Education,.for the Grants they have given towards the maintenance of the College. They also desire to thank the gentlemen who have contributed to the Prize and Scholarship Fund.

During the past year the Council have given much consideration to the question of organised Courses of Commercial Education. It was found that the Organised Course as presented in the Prospectus was not sufficiently elastic to meet the varying requirements of the students. A scheme has now been adjusted with the Education Department, whereby students have a wide selection of subjects in a systematic course of study extending over several years. The fee for course students is reduced.

The co-ordination of the work of the College with that of the Continuation Classes of the School Boards has been discussed There are many difficulties to be surmounted, but the subject is still under the consideration of a special committee representing the neighbouring School Boards and the College. It is hoped that the deliberations of this Committee will result in the adoption of a scheme which will reduce if not prevent overlapping, and at the same time form a link between the curriculum of the Schools and that of the College.

It is with deep regret that the Council record the death of their Chairman, Mr. William Jacks, LL.D., which took place in August last. For many years Dr. Jacks had taken a deep and practical interest in the subject of Commercial Education, and was always willing, as he was able, to encourage every scheme for the higher education of the younger commercial classes. He has shown his interest in the College by bequeathing to it the sum of £1,000. His death is a serious loss not only to the college, but to the cause of education generally, and his name and the earnestness of his work will long be remembered by a wide circle of friends, and particularly by those associated with him in the work so dear to his heart.

Subject.	No. of Students Enrolled.	No. of Meetings of Class.	Aggregate No. of Hours of Attendance.
Latin—Junior - - - - -	11	61	443
„ Senior - - - - -	17	61	830
Greek - - - - - -	10	61	429
French—Initiatory - - -	81	63	3,043
„ „ (Ladies) -	9	63	418
„ Intermediate - -	70	62	2,978
„ „ (Conversation)	54	30	1,022
„ „ (Ladies) -	23	64	931
„ Advanced - -	50	63	2,087
„ „ (Conversation)	62	31	1,055
„ „ (Socy. of Arts)	10	30	239
„ „ (Ladies) -	9	64	471
„ „ („ Conv.)	8	32	179
„ Teachers - - -	29	37	1,644
German—Initiatory - - -	42	62	1,827
„ „ (Ladies) -	8	62	356
„ Intermediate - -	29	62	1,011
„ „ (Conversation)	28	31	471
„ „ (Ladies) - -	22	62	862
„ Advanced - - -	24	62	941
„ „ (Conversation)	25	31	464
„ „ (Socy. of Arts)	17	29	320
„ „ (Ladies) - -	10	62	497
„ Teachers - - -	10	37	582
Italian—Initiatory - - -	10	43	220
„ Advanced - - -	1	42	36
Spanish—Initiatory - - -	46	61	1,539
„ Advanced - - -	19	61	669
English—Junior - - -	25	62	1,098
„ „ (Ladies) - -	17	62	774
„ Advanced - - -	10	62	521
„ „ (Ladies) - -	9	64	456
Arithmetic—Intermediate - -	28	62	1,041
„ Advanced - -	10	62	365
Mathematics—Junior - -	13	62	413
„ Senior - - -	22	62	813
Shorthand—Initiatory - -	170	63	6,291
„ Intermediate - -	88	62	3,799
„ Advanced - -	79	63	3,508
„ Junior Reporting -	63	62	2,819
„ Senior „ -	30	63	1,375
„ Private Classes—Day	37	157	3,428
Type-Writing—Day - - -	28	157	2,152
„ Evening - -	13	93	428
Writing - - - - -	9	62	304
„ (Ladies) - - - -	10	64	504
Book-keeping—Junior - -	77	63	3,354
„ Advanced - -	61	63	3,184
„ (Ladies) - -	8	64	434
English Literature - - -	71	20	1,064
Political Economy - - -	20	20	833
Mercantile Law - - - -	41	20	609
Commercial Accounting - -	54	22	1,045
Business Systems - - -	95	20	795
Totals - - -	1,822	3,065	66,971

Number of Individual Students, 1,274.

VIII.—GLASGOW SCHOOL OF ART.

The Governors submit the Annual Report of the Glasgow School of Art for the session ending August 31st, 1907, being the sixty-fifth year of the School's existence.

The Governors would testify to the active sympathy and to the practical encouragement they have received from the Scotch Education Department, and to the ever ready assistance given by the Local Officials. They have especially to acknowledge the grant of £15,000 from the Department towards the completion of the school premises.

The Governors acknowledge the interest taken by the Town Council in the growth and development of the school and of its work, as shown by the attendances at committee meetings of the representatives from the Municipality, and they would tender their thanks for the substantial grant made by the Town Council to the building fund of the school, and for the annual donation made to the maintenance account.

They would also give their thanks to those Educational Authorities and Trusts who make monetary grants to the school and offer bursaries and scholarships to students; to the various County Councils who subscribe to the funds or have established bursaries in the school; to the annual subscribers to the funds of the school and to the prize fund, and particularly would they desire to record the interest taken in the work of the school by the Governors of Haldane's Trust, by the Highland Society and by the Robert Hart Trust.

The area of the school's influence extends beyond the city boundaries, and covers the Counties of Lanark, Renfrew, Ayr, Dumbarton, Stirling, Perth, Aberdeen, Forfar, Kirkcudbright, Wigtown, Dumfries, Argyll and the Islands of Bute and Arran.

The co-ordinated scheme for the study of Architecture existing between the School and the Technical College, and the joint scheme for Art instruction to Textile workers, arranged as between the School and the Weaving College, testify to the recognised position the School occupies in the organised schemes of these two sister institutions; while the School Boards of Glasgow, Maryhill, Cathcart, and Eastwood have linked the work of their Art Continuation Classes with the higher studies taken at the School of Art.

Although the Department decided not to send a Special Artist Visitor last session, the Governors are assured by the Artist Judges, who have been called in from time to time, that the work of the school, as seen in the studies submitted for bursaries and scholarships, is in a healthy condition, and that the school is maintaining a reputation that is recognised as of standard value not only in educational centres in Scotland, but also among British and Foreign Art educational experts.

In the City the co-ordination of work between the School of Art and the Technical College is working successfully. Architectural students receive part of their training in the Technical College and part in the School of Art, and this organisation is called the Glasgow School of Architecture. Its affairs are managed by a Joint Committee chosen equally from the two Governing Bodies.

The course of work in Drawing and Colour Study arranged by the School of Art and the Glasgow Weaving College for workers in the Textile and Allied Trades has been fairly taken advantage of. 17 students attended these classes last year. The scheme has the warm sympathy of some of the manufacturers of Glasgow interested in the Art education of their employees, and the Governors would venture to suggest that a certain amount of practical art knowledge might be insisted upon as necessary to be possessed by buyers, salesmen, warehousemen and others in responsible positions in those industries in which Art is an essential factor. In connection with these classes and including Designers and Art Workers generally, as also the public, three lectures were given last session by Mr A. F. Kendrick, Keeper of the Textile Department, the Victoria and Albert Museum (by permission of the Secretary to the Board of Education, South Kensington), two being delivered in the School of Art and one in the Weaving College.

The work of the Continuation Art Classes of the School Boards of Glasgow, Maryhill, Cathcart and Eastwood has been placed under a Scheme and as a result of visits made in March last to Classes by Mr. J. Grigor, Art Inspector, Mr. J. Vaughan, Director of Art, Glasgow School Board; and the Head-master, Mr. Newbury, acting as co-judges, 31 students were selected to pass on to the school. Such selected students undergo a test before admission to the School of Art can be gained. Candidates who obtain the highest places receive the senior Art bursaries of the Glasgow Educational Endowment Board, 12 being granted last session, and as the number of candidates who have taken the test with merit has been greater than the Scholarships at disposal, the School Board of Glasgow made application to the Department and obtained permission to grant special bursaries tenable at the Evening Classes of the School of Art by students from the Continuation Classes. 17 bursaries were awarded last session. The Governors acknowledge the services rendered by Mr. J. Vaughan.

Posts as Art teachers in the continuation classes and for the Art departments of Intermediate and Secondary Schools in Glasgow and the West of Scotland are being given to students trained in the School of Art.

Drawing and Painting.—Mr. Maurice Greiffenhagen, whose appointment was announced in the last report of the school, has approved himself by his work, both to the Governors and to his students, and his continuance as Professor in the life classes of the school is a matter of congratulation. Mr. Greiffenhagen has a wide experience of Composition and Decoration, and when the special premises necessary for this class of work are made available, the Governors look forward with satisfaction to the realisation of their desires for the full development of this department.

It may be of interest to note that some decorative figure compositions have recently been executed by artists trained in the school, and have been placed in position in some public and private buildings in the City.

The antique and preparatory life courses and also the course from the living animal are under the direction of Professor Artot, and sound work is being produced.

The standard of work in the lower division of the school is gradually being raised, and much credit is due to Mr. James M. Dunlop for this and for the admirable manner in which he treats the subject of Anatomy. In connection with this department the Governors, in conjunction with the Governors of Glasgow and the West of Scotland Technical College, arranged a series of four lectures, and appointed as the lecturer Mr. George Baltus, Artist and Writer on Art. Three of these lectures were delivered in the School of Art and the fourth in the Kelvingrove Galleries (by permission), where certain selected pictures served to illustrate the lecture.

The Glasgow School of Architecture—This school, as stated above, is developing its possibilities and its organisation under Professors Bourdon, Gourlay and M'Gibbon, and is receiving favourable commendation from the profession. The Governors are assured that any architectural student, faithfully fulfilling the conditions of the diploma courses, can receive an education in Architecture which is bettered only by the facilities afforded in one or two, at most, of the larger continental cities. The majority of the leading architects of the city and neighbourhood send their apprentices to the school, and are accepting work done in the school as part of the requisite office training. At the annual judgment of works for bursaries and studentships held in May last, about 1,200 studies were sent in, and the following report was made upon the work by Mr. James A. Morris, F.R.I.B.A., Architect, Ayr, co-opted Judge:—

"It is now several months since I had the pleasure of examining the " work of the Glasgow School of Architecture, but the impression remaining "clearly upon my mind is that of its excellent promise. The work shown "was accurate, careful and thorough, alike in construction and design. "Part of it was, of necessity, elementary, but it was all on the lines of "sound training and refreshing sanity of expression. Having only seen "the work of the classes of Design, I cannot speak of the work done in "the study of the classic orders, or of the equally essential measuring and "study of mediæval buildings, but what to me spoke eloquently of the "the efficiency and prosperity of the school was the comradeship evidenced "between the masters and pupils, without which affinity, sympathetic and "good work is rarely done."

Quite recently a students' club called "The Glasgow School of Architecture Club," has been established in connection with the school, the object being the advancement of its members in the profession of Architecture. There are three classes of members: honorary, ordinary and allied, and a programme of lectures has been arranged.

Sculpture and Modelling—Some very creditable full-size life studies were executed last session and these will be shewn at the annual exhibition of students' work. Two students have left Glasgow to take up work as sculptors in London, and other students trained under Mr. Keller are receiving public commissions of some note. Some studies from the living animal have been achieved. and a feature in this department is the work done by architect students who, for a month during the session, execute in clay studies in design and construction.

Design and Decorative Art—Under the direction of Professor Giraldon the students in this department are receiving a sound instruction in the technique of their crafts, and the execution of some of the studies from nature and of the essays in design call for commendation. Textile designs form the bulk of the productions by the advanced students, but stained glass, plaster-work, wood-carving, lace and metal work were also studied. Some of the students have received good appointments as designers both in the city and in the neighbourhood, and for the first time the Haldane travelling scholarship of the value of £50 was gained by a pupil of Mr. Giraldon. The work done by students who have received their practical instruction in the technical studios is becoming more generally accepted and sought after, and it is the intention of the Governors to develop such instruction and generally to give a distinctly practical character to the work of this department.

The training of teachers of the special subject of Art is now put upon a definite basis, and a graduated course of study has been authorised by the Scotch Education Department and approved of by the Glasgow Provincial Committee. The Governors have been authorised to grant three maintenance bursaries of the annual value of £20 each to teacher students.

The further instruction of school teachers under the conditions of Article 55 of the Regulations has always been a matter of much interest, and the attainments reached by some of the teachers are most noteworthy. Drawing and Painting from the Antique and the Life are included among the subjects taught in the post-certificate courses, and the Governors view with lively satisfaction the results in Art education that are now possible in primary schools. 125 Certificates were granted last Session in the 2nd Course, 193 Certificates in the 3rd Course, and 153 Full Certificates were awarded. 37 Students attended a Fourth Year's Course, 18 Students for a Fifth Year's Course, and 9 for a Sixth Year's Course, their Certificates being endorsed to that effect.

The following is the report of His Majesty's Inspector, Mr. Frank W. Young, on the work of these Classes:—

"The past session has been one of more than usual interest. It has also "proved an abundant success. As a general rule, the drawing work done "during the session has been of a high order of merit, and the exercises "which were overtaken by the teacher-students at the final inspection "amply justified the expectations based upon an examination of the port- "folios of work. Out of 196 students who came forward for the inspection "of their work at the end of the third year's course, no fewer than 153 "have been awarded the Public School Teacher's Drawing Diploma of the "Glasgow School of Art. It is, further, most gratifying to place upon "record the fact that 37 teachers have taken full advantage of the Post "Diploma Course of the first year, 18 of the second year, and 9 of the third "year. That is to say, these teachers have now completed a fourth, fifth "and sixth year's work respectively, and the attendance and progress of all "have been in all respects very satisfactory.

"For the first time a special class in Art Needlework was instituted "during the past session. Seldom has any Art Class been so fully success- "ful in all respects. The satchels of needlework, the portfolios of drawing "studies, and the final inspection exercises were, without exception, highly "praiseworthy. The Director and Mrs. Newbery, whose artistic skill in "embroidery is so widely recognised, along with Miss Macbeth, the teacher "of the class, acted together as judges of the students' work, and it is a "pleasing duty to append their joint report.* It is to be hoped that the "work which has been overtaken in this class will exercise a healthy and "progressive influence on Art Needlework in continuation classes generally, "where the work hitherto practised has been of a somewhat unsatisfactory "nature, and where the want of sufficiently skilled teachers has been felt. "The teacher-students who have passed through this Course have proved "their ability in Drawing, Design and Needlework, and they should now "be able to take the intelligent direction of similar work as required by the "Scotch Education Department, each one in her own particular school "district."

The Governors appreciate the assistance given to the Directors by Mr. James Gray, the chief instructor in the teachers' classes, and the good work done by Mr. D. Forrester Wilson, instructor in the advanced post-certificate course.

In connection with these classes the Governors authorised the delivery of two lectures by Dr. Fernando Agnoletti, as follows :—

(1) The Makers of the Renaissance.

(2) The Patrons of the Renaissance.

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* The result of the examination for the Embroidery Class has been most satisfactory. The students have been more than usually careful over the execution and neat finishing of their work, showing that the average class work is not quite up to the level they can attain if they choose to make a special effort.

Though in several cases the designs in the subject set for examination are somewhat repeats of designs the students have made for other articles, still they have adapted these patterns very successfully to the required shape, and shown that they have a good idea of how to use the simple forms which for the past few weeks have been given to them as the basis of their designs. The colouring is in every case most satisfactory, and as regards the making up of the work, though the students were not required to complete their examination task, the specimens show in most cases how the hems, etc., are to be made, and are in general most carefully considered.

It might be suggested that before another session's work is opened, some enquiry might be made as to the class of pupil coming under the charge of members of this class. There are, for instance, one or two ladies in the class who teach girls who will eventually become workers in thread mills, and in such a case it might be of advantage that the teachers of such girls should make a point of working at designs which would be suitable for executing in thread, in order that the girls may be helped to the artistic development of the material they work amongst. It might also be strongly urged that the teachers should design more especially such articles for household use or for clothing as would be suitable for and useful to the class of pupils they teach. There has been a tendency to object to this suggestion because the teachers themselves do not require such articles, and it might be impressed upon them that they come to the class to learn what is useful for their pupils rather than for their own personal convenience.

If the work done by this Saturday class could be collected and exhibited at the Annual Exhibition of the School of Art work, it would make a most interesting collection, and would be, perhaps, a help to the students in general, as they are not very well able to see all the class work during the term.

As an adjunct to this instruction, the Vacation Courses introduced for the first time last Christmas make possible a higher standard in the education in Art given in Intermediate and Secondary Schools by the special art teachers. Although the notice was a short one, 31 teachers (male and female) availed themselves of the opportunity for study thus afforded, and very interesting work was executed.

The award of the school diploma was made for the first time in November last, candidates submitting works from three departments. Successful students are permitted by the Scotch Education Department to use the affix, " Diploma G.S.A.," after their names.

The following are the results :—

Drawing and Painting—Assessor appointed by the Scotch Education Department, E. A. Walton, R.S.A. Judges—Sir Francis Powell, LL.D., P.R.S.W., R.W.S. ; Wm. Forrest Salmon. F.R.I.B.A. ; John Henderson ; Professor Greiffenhagen and the Director.

Six candidates submitted works, two were granted the diploma.

Sculpture and Modelling—Assessor appointed by the Scotch Education Department, A. McFarlane Shannon, A.R.S.A. Judges—Wm. Forrest Salmon, F.R.I.B.A. ; John Keppie, F.R.I.B.A. ; John Henderson ; Professor Johan Keller and the Director.

Two candidates submitted works, one diploma granted.

Applied Design—Assessor appointed by the Scotch Education Department, James Morton, Esq., Textile Manufacturer. Judges—W. Forrest Salmon, F.R.I.B.A. ; Chas. R. Mackintosh, F.R.I.B.A. ; Professor Giraldon and the Director.

Three candidates submitted works and received the diploma.

A prize of £10 has been kindly offered by Sir Francis Powell, LL.D., P.R.S.W., Governor, for a design for the School of Art diploma.

The Haldane Travelling Scholarship, value £50, was for the twenty-first year in succession taken by a student of the school.

Six candidates submitted works—four students in Painting, one in Architecture, and one in design.

The judges appointed by the Haldane Trustees were Sir Francis Powell, LL.D., P.R.S.W., R.W.S. ; Messrs Alex. Roche, R.S.A. ; and John Henderson, Painters ; and Messrs. John Keppie, F.R.I.B.A., and Alex. N. Paterson, M.A., F.R.I.B.A., Architects. The work submitted by the candidates was considered to be of a good standard. The successful candidate has fulfilled the conditions of the scholarship by travelling and making sketches in France and Italy.

The Haldane Trustees offered four bursaries of £15 each tenable in the day classes, and 70 evening class bursaries of fee value—the judges for these being Messrs. A. N. Paterson and John Henderson, Haldane Trustees.

The Robert Hart Trustees granted three bursaries in the day classes of the value of £10 each, tenable in the department of Drawing and Painting. These bursaries are used in paying the fees (including material) charged in the day or evening classes to young men or women residing in Glasgow whose means are not such as to enable them to procure easily such advantages for themselves.

The Governors, authorised by the Scotch Education Department, awarded five maintenance scholarships value £20 each with free instruction, and seven travelling bursaries of £10 each ; also 12 day class and 30 evening class studentships.

17 junior and 12 senior Art bursaries were granted by the Governors of the Glasgow Educational Endowment Board—the senior bursaries being tenable, only, at the School of Art.

16 bursaries of fee value were granted by the Glasgow School Board to enable students of the continuation classes to pass on to the School of Art.

The Highland Society sent seven students to the school. Three of these were granted bursaries of the value of £30 each with assisted fees, the four remaining students had their fees paid.

Seven students were admitted under the conditions of the Marshall Trust.

One student attended in terms of the Buchanan Bequest.

One student entered from Hutchesons' Trust.

Two students were sent by Subscribers.

Two bursars came from Lanarkshire.

Five bursars came from Ayrshire.

One bursar came from Dumbarton.

One bursar came from Pollokshaws.

The Stirlingshire County Council offered five bursaries of the value of £5 each to students of continuation classes in the county, to enable them to attend for advanced instruction at the Glasgow School of Art.

Grants in aid of class fees and railway fares were likewise made by various County Councils.

In Architecture, T. L. Watson, Esq., F.R.I.B.A., offered a special prize of £5 5s. 0d. for measurement work, and Chas. E. Whitelaw, Esq., F.S.A., Architect, presented a silver medallion, a bronze medallion, and a book prize.

Prizes of material were made by the firms of Messrs. Reeves and Sons Ltd., Messrs. Winsor and Newton, Ltd., and Messrs. Charles Robertson and Co.

The Governors tender their deep obligations to the Subscribers to the bursaries and prize fund, and to the donors of prizes.

The Judges appointed by the Governors to award the various scholarships and bursaries were as follows :—

For Drawing and Painting—Sir Francis Powell, LL.D., P.R.S.W., R.W.S.; Messrs. Alex. Roche, R.S.A.; John Henderson; Alex. N. Patterson, M.A., F.R.I.B.A.; John Keppie, F.R.I.B.A.; with Professor Greiffenhagen and the Director.

For Architecture—Messrs. Jas. M. Munro, F.R.I.B.A., P.I.A.; Jas. A. Morris, F.R.I.B.A., I. A.; T. L. Watson, F.R.I.B.A.; W. Forrest Salmon, F.R.I.B.A.; with Professor Bourdon, Professor Gourlay, and Professor McGibbon.

For Modelling—Messrs. Percy Portsmouth, A.R.S.A.; W. Forrest Salmon F.R.I.B.A.; John Keppie, F.R.I.B.A.; John Henderson; Alex. N. Paterson, M.A., F.R.I.B.A.; with Professor Keller and the Director.

For Design and Decorative Art—Messrs. Daniel F. L. Young; Wm. Meikle, Alex. N. Paterson, M.A., F.B.I.B.A.; with Professor Giraldon and the Director.

For Anatomy—Professor John Cleland, M.D., LL.D., F.R.S., D. Sc., Regius Professor of Anatomy in the University of Glasgow.

The heartiest thanks of the Govenors are tendered to these gentlemen for their kind services.

To Mr. James Paton, Superintendent of the Galleries and Museums; to Mr. Whitton, Superintendent of the Parks; to Mr. Thomas Rennie, Curator of the Kelvingrove Art Gallery, and to the other Curators, the Governors desire to express their obligations for the kind assistance and courtesy rendered by them to the students working in the City Galleries, Museums and Gardens.

Although elementary work is not undertaken by the school, and the entrance examination is that of the standard of the Intermediate Certificate, the numbers attending the school from various parts of Scotland continue to increase, and the enrolments include students from America and the Colonies, and from England.

The enrolments were :—

Ordinary students—	
Day	284
Evening	376
Article 55, Teachers' Classes	512
Pupil Teachers' Class	41
Total,	1,213

The fees amounted to £1,387 16s. 6d., being an increase of £163 19s. 9d. on the preceding Session.

In December last the Governors were informed by the Scotch Education Department that My Lords were prepared to make a grant of £15,000 provided that an equivalent sum was raised locally, and intimation of the same forwarded by 31st January, 1907. Largely through the influence and personal efforts of the Chairman, Sir James Fleming, the appeal made to the citizens was generously responded to and within a very short time the necessary amount was contributed. A further sum will be required for furnishings and equipment, but the Governors gratefully acknowledge the donations that have been given by the Town Council, the Bellahouston Trustees, by many private donors, and from other sources. A gratifying feature is the sum contributed by the staff and students of the school.

The Governors propose to entirely complete the building on the lines of the original plans, and to furnish it as far as funds permit, with fittings, material for study, casts and other apparatus necessary to the most modern requirements of a fully equipped and organised Central School of Art. The plans have been approved of and building operations have commenced, and it is hoped that the completed building will be ready for occupation in September, 1908.

The Governors in closing this report desire to express their thanks to every one who, during the past session, has in any way contributed towards the success of the School, whether in money given, in time devoted, or in personal service.

ENROLMENTS.

(a) *Ordinary Students.*

Maintenance Scholars	6	
Travelling Bursars	8	
Governors' Day Class Bursars	20	
,, Evening ,,	30	
Haldane Day Bursars	5	
Haldane Evening Bursars	70	
Educational Endowment Bursars	16	
School Board Bursars	15	
Highland Society Students	7	
Marshall Trust Scholars	7	
Buchanan Trust Bursar	1	
Dunfermline Carnegie Trust Bursars	2	
Lanark County Council Bursars	2	
Stirling County Council Bursars	2	
Ayr County Council Bursars	5	
Dumbarton Bursar	1	
Pollokshaws Bursar	1	
Subscribers' Bursars	2	
Hutchesons' Hospital Student	1	
Day Students	234	
Evening Students	225	
		660
(b) *Article 55 Teachers' Classes*		512
(c) *Pupil Teachers' Class*		41
		1,213

SOURCES FROM WHICH STUDENTS OF THE GLASGOW SCHOOL OF ART ARE DRAWN.

Glasgow	510
Partick	33
Govan	22
Rutherglen	25
Other Parts of Lanarkshire	287
Dumbartonshire	76
Renfrewshire	123
Argyllshire	5
Stirlingshire	37
Ayrshire	47
Other Scottish Counties	30
England	7
Ireland	2
Wales	1
Belgium, Transvaal, United States, Canada, New Zealand	8
	1,213

OCCUPATIONS AND NUMBERS OF ORDINARY STUDENTS.

Teachers	65	
Designers, Draughtsmen, Lithographic Artists	215	
Architectural Students	140	
Glass Stainers, Enamellists, &c.	40	
House Painters, China Painters, Coach Painters, &c.	18	
Stone Carvers, Wood Carvers, Gilders, Modellers, Plasterers	32	
Cabinetmakers and Joiners	17	
Engravers, Silver Chasers, Bookbinders, &c.	25	
Measurers	9	
Blacksmiths, Engineers, Gasfitters, &c.	15	
Accountants, Clerks, House Factors	10	
Shopkeepers and Warehousemen	14	
Other Students	60	
Total Number of Ordinary Students		660
Teachers' Classes (Article 55)		553
Total Number of Students		1,213

IX.—LEITH NAUTICAL COLLEGE.

The Governors are pleased to report that, with the aid of a sum of £344, 10*s*. contributed locally, they have been able to get from the Special Aid Grant a like sum. The total amount, £689, is being used for further equipping the College with scientific apparatus, mainly in connection with the teaching of Shipbuilding and Naval Architecture. They propose to provide a Sectional Model of a Ship, and also the latest appliances in connection with the navigation of vessels, such as the most modern Compass, Sounding Machine, &c.

The Governors hope that for the current year the income, with the Grants from Government and public bodies, will be sufficient to meet the expenditure.

Schemes of Instruction and Staff for the Session 1907–8 have been approved of by the Governors. The principal alteration is an afternoon class in Shipbuilding and Naval Architecture, to prepare candidates to pass the examination as extra master. This class is being tried experimentally for six months, and if successful will be continued.

As the Board of Trade have now made it compulsory that after 1st April, 1908, candidates for certificates of competency as Master or Mate should have a certificate of proficiency in First Aid to the Injured, the Governors hope that the class in Ship Surgery, Medicine, and Hygiene, which was started a year or two ago, and which is really in advance of the Board of Trade requirements, will be adapted so that it can be taken advantage of by candidates.

The report of the Headmaster for the past session was very satisfactory, the numbers attending the classes showing an increase in almost every case.

Number of Persons in Attendance :—

Day Classes :—

For Navigation	174
,, Nautical Astronomy	174
,, Mathematics, underlying the above	174
,, Physics of the sea	88
,, Shipping Law and Practice	27
,, Electricity on Board Ship	27
,, Ship Surgery and Medicine	93
,, Fishermen	13
Total	770

Evening Classes :—

Tutorials in Navigation	164
Ship Surgery and Medicine	69
Naval Architecture	13
Design of Marine Motors	29
Electricity on Board Ship	9
Total	284

Attending Course of Evening Public Lectures	240
Number of individuals in Day Classes	187
,, ,, Evening Classes	225
,, ,, Public Lectures	240
Total	652

Number of Boys sent to sea	5
Number of Attendances registered during the year	13,199

Number who have passed the Local Marine Board Examinations :—

Voluntary Examination—

Compass Deviations	1
Steam and Ship Electricity	1
Masters	27
First Mates	28
Only Mate	1
Second Mates	31
Masters, Home Trade Passenger Ships	2
Mates ,, ,,	11
Total	102

Number who have obtained Ambulance Endorsement to their Certificates of Competency	21

X. THE WEST OF SCOTLAND AGRICULTURAL COLLEGE (INCLUDING KILMARNOCK DAIRY SCHOOL).

I.—INTRAMURAL WORK OF THE COLLEGE. (GLASGOW).

Day Classes.

Number of Individual Students		126
Number attending—		
Intermediate Agriculture (Soils and Manures)	21	
Advanced „	18	
Introduction to General Botany	13	
Agricultural Botany, Junior Lectures	31	
Do. do., Junior Practical	31	
Do do., Senior Lectures	12	
Do. do., Senior Practical	12	
General Chemistry, Lectures	31	
Do. do., Practical	31	
Veterinary Chemistry, Lectures and Practical	13	
Agricultural Chemistry, Senior Lectures	11	
Do. do., Senior Practical	10	
Entomology	19	
Veterinary Science	22	
Agricultural Engineering	3	
Forestry	3	
Special Farmers' Course	30	
„ Foresters' Course	3	
„ Winter Dairy Course	20	

Evening Classes.

Number of Individual Students		78
Number attending—		
Agriculture, Junior	39	
Do., Senior	18	
Dairying	28	
Bacteriology	16	
Forestry 1st Year Course	12	
Do., 2nd do.	3	
Timbers and Timber-measuring	3	
Horticulture	10	
Agricultural Chemistry, Junior Lectures	26	
Do. do., Senior Lectures	3	
Intermediate Chemistry	17	
Book-keeping	24	
Surveying	32	
Agricultural Law	19	
„ Botany	4	
Total number of Individual Students in both Day and Evening Classes		204
Total number of Enrolments in both Day and Evening Classes		588

Dairy School at Kilmarnock.

Number of Pupils (Session 1906)	240
Number of Attendances registered	4,754

DAIRYING (1906).

The College Dairy School at Holmes Farm, Kilmarnock.

The Dairy School was open from 26th March till 28th September, and during that time courses of instruction were continued on the same lines as in former years, comprising regular daily instruction in Cheesemaking and Buttermaking.

Instruction was also given from time to time in the making of Stilton Cheese, Cream Cheese, and other soft cheeses.

The Special Lecture courses intended to prepare pupils for certificate and diploma examinations in Dairying were conducted as in previous years, the Junior for eight weeks in April and May, and the Senior for sixteen weeks in June, July, August and September. A series of ten lectures on Poultry was included in the junior course, and one of twenty lectures in the senior course.

The total number of pupils enrolled during the session was 240. The average daily attendance was 30.

In the Special Classes 39 pupils enrolled for the Junior Course, and of these 14 gained the Certificate in Buttermaking and 17 the Junior Certificate in Dairying; 18 pupils enrolled for the Senior Course, and of these 11 gained the Senior Certificate in Dairying; while 13 pupils subsequently succeeded in passing for the National Diploma in Dairying.

The Examiners for the Junior Certificate were:—Theory of Dairying, Mr. Richard Henderson; Milking and Buttermaking, Mr. William M'Fadzean; Cheesemaking, Mr. Alex. Todd.

The Examiners for the Senior Certificate were:—Theory of Dairying and Botany, Mr. Richard Henderson; Chemistry, Dr Henderson; Bacteriology, Dr. Peter Paterson; Buttermaking, Mr. John Gilchrist; Cheesemaking, Mr. William M'Fadzean.

ADVISORY AND ANALYTICAL DEPARTMENT.

During the course of the session advantage, in an increasing degree, was taken of the privileges offered by the College under this department, and a number of inquiries were made by farmers, to which replies were duly sent by members of the staff. Advice was thus given on manuring, on the relative feeding value of certain crops, on the treatment of crops suffering from insect attacks, diseases affecting live stock, and on other branches of agricultural management. Samples of grass seeds were examined for purity and germination, and a largely increased number of milk samples were sent in for determination of butter fat. Examinations were also made of feeding stuffs for composition and purity.

II.—EXTENSION WORK.

(*a*) GENERAL AGRICULTURAL INSTRUCTION.

By arrangement with the County Councils or other Local Authorities continuous classes have been held in the following places:—

Counties and Centres.	Subjects.	No. of Meetings.	Total attendances.
ARGYLLSHIRE—			
Oban	Forestry	5	227
——	Forestry Demonstrations	3	72
BUTESHIRE—			
Kilmory	Agriculture	5	186
DUMFRIESSHIRE—	Forestry Demonstrations	6	336
Dumfries	Forestry	6	196
Bardannoch	Agriculture	10	310
DUMBARTONSHIRE—			
Cumbernauld	General Agricultural Science	5	165
KIRKCUDBRIGHTSHIRE—			
Palnackie	Do. do.	10	132
LANARKSHIRE—			
Larkhall	Do. do.	20	400
Lesmahagow	Do. do.	20	660
Strathaven	Do. do.	20	680
PERTHSHIRE—			
Comrie	Poultry	4	150
RENFREWSHIRE—			
Eaglesham	General Agricultural Science	5	225
Lochwinnoch	Do. do.	5	600
STIRLINGSHIRE—			
Blanefield	Do. do.	5	145
WIGTOWNSHIRE—			
Lochans	Do. do.	10	430
	Totals	139	4,924

(b) AGRICULTURAL EXPERIMENTS.

The experimental work of the College consisted of investigations into the manuring of the more important farm crops, the comparative merits of varieties of various crops, the destruction of weeds, the prevention of crop diseases, the feeding of farm stock, and other subjects. The experiments were carried out (a) at the Central Experiment Station, Holmes Farm; (b) on farms in the contributing counties. These latter were in part arranged by agreement with County Councils and Local Committees, and in part by direct communication with the farmers who conducted them. Full details are given in the College Calendar.

Reports on the results of the experiments written by Principal Wright, Professor M'Alpine and Professor Berry, have been issued from time to time.

The results of the experiments formed the basis of the Extension Lectures given by the College Staff during the past session in the contributing counties. These lectures were delivered by Principal Wright, Professors M'Alpine and Berry, and Messrs. J. Struthers and Wm. G. R. Paterson.

Extension Lectures were delivered during the session at a large number of centres in the counties named below. (Full particulars of these lectures will be found in the Calendar issued by the Governors.)

County.	No. of Lectures.	Total Attendances.
Argyll	29	751
Ayr	18	480
Bute	3	77
Dumfries	15	547
Dunbarton	7	218
Kirkcudbright	14	460
Lanark	6	189
Perth	4	124
Renfrew	8	211
Stirling	6	113
Wigtown	4	175
Totals	114	3,345

Demonstrations by the Staff at the College Experiment Station took place in 1906 before 1,246 visitors, drawn principally from Farmers' Societies.

DAIRY EXTENSION WORK.

A Short course of instruction in Dairying was given at Daligan, Dunbartonshire.

By arrangement with County Associations Mr. William Stevenson, B.Sc., N.D.A., N.D.D., gave instruction in Cheesemaking and advice to Cheesemakers in Ayrshire, Dumfriesshire, and Kirkcudbrightshire.

Ayrshire.—Demonstrations were made and instruction given in Cheesemaking at 53 centres. Visiting Dairies for 29 days.

Dumfriesshire.—Demonstrations were made and instruction given in Cheesemaking at 12 centres; average attendance, 12. Visiting Dairies for 12 days.

Kirkcudbrightshire.—Demonstrations were made and instruction given in Cheesemaking at 8 centres. Visiting Dairies for 38 days. Total visits, 285.

SPECIAL REPORTS ON THE SCHOOLS OF ART, By ALEXANDER ROCHE, Esq., R.S.A., SESSION 1907–8.

Aberdeen Gray's School of Art.

Perception of beauty and delicacy of touch are apparent in the Still-Life Studies done in black and white, and colour at this school.

The principle of putting down the deepest dark and highest light, and referring all intervening tones to them is not sufficiently understood or carried out in paintings and drawings. These key-notes of dark and light should always be stated and the other tones correctly related to them. Only in this way can accuracy of tone or colour be given. Neither is the actual reproduction of the tones and colours of the objects set up to be copied, sufficiently realised. Thus, objects of a rich or dark nature are set in front of pupils, who are expected to give a true representation of such dark objects in grey pencil or weak water-colour, when charcoal or oil paint are the only mediums which can give their richness and depth.

Though the teachers state in a general way that pupils are taught to see masses of light and shade, and one shape of colour lying next another—mosaic-like—and to represent things so on their paper or canvas, one constantly finds a wire-like outline round edges of these masses or colours, where no line can possibly be seen in Nature. Outlines are abstractions. They only stand for the beginning or edges of tones or colours, and are used by artists as frank conventions. From the work shown in this school it is not sufficiently clear that students understand this. One sees set in front of the student, a white cast of leaf or ornament, softly relieved on a white ground—white against white—where all is melting; and the representation given of this cast is a chart of dimensions of the projecting parts, in a sharp hard line, which is quite opposed to the spirit of the thing being copied. Were the student to grasp the idea of indicating the size of the masses with a sympathetic line—faint in one place, sharp in another—the method would be intelligible, but the even wire-like outline is both unsympathetic and false. In this connection one has to commend a plan carried out in one of the departments of the school, namely, the eye-training which comes of studying objects at some distance off, putting down what is seen, not known. Some studies of leaves, plants, etc., shown illustrate the success achieved. This principle carried into other work is desirable, and will help to correct what is complained of above.

There might be more study from the nude than there is at present; and if students could make one study in the painting-school, and have the same model in the same pose, at the modelling-class, the new point of view, and the difference in the medium of expression would result in their realising more intelligently the construction and form of the figure.

The existing minute which insists on the model being swathed round the loins, should be cancelled. None but teachers and students should be admitted into the Life-rooms.

The practice of representing what is before the eye for a long period is so detrimental to the inventive faculty that it would be desirable that the class for design should come earlier in the course than is the case here.

The modelling work shown is of a high and most praiseworthy order.

The masters of the various departments are earnest and enthusiastic.

Dundee Technical Institute (Art Classes).

The headmaster is making a courageous fight against difficulties in this school, where there is clamant need for accommodation. Teaching, at present, is being done under great disadvantages, as the class-rooms are unsuitable in lighting, size, and number, for the purposes of an Art School.

It is gratifying to learn that suitable accommodation is soon to be provided. The enthusiasm of the headmaster is reflected in the good work of the students.

Suitable and tasteful designs for jute fabrics, some of which are woven in the looms, are being done; and it is surprising that the manufacturers of Dundee make no use of these designs.

Designs for woven damasks in linen are shown, which are both beautiful and practical; also designs for linoleum, which are worthy of high praise, and should be set up at Dundee and Kirkcaldy mills.

The wood-carving class is miserably equipped. This class ought to be associated with one for modelling in clay. Some fine examples of wood-carving ought to be shown on the room walls.

It is to be feared that the school authorities are not convinced of the importance of the study of the human figure as a means of acquiring taste and knowledge of art in general. Drawing from the cast and from the life is not sufficiently encouraged. Some full-length antique figures are huddled in dark corners of rooms where they cannot be properly studied or drawn, and there is scant provision made for carrying on an efficient life-school, It is to be hoped that the plans for the new building provide for these wants. Under such circumstances it is little wonder that the studies from the cast and from the life do not reach a high standard.

The still life studies in water colour are good, but only such groups should be set as are in a fairly light key, as the medium is not designed to reproduce dark tones; for such, oil colours should be used.

In this school one feels that work is being carried on under intelligent guidance and with enthusiasm.

Edinburgh College of Art.

This school being in a state of transition, some confusion is evident. Little wonder if matters are not as well ordered as they might be under more settled conditions. But in view of the importance of the re-starting of this school under new management, and with handsome premises, a summary of the work at present being done is of value. It is to be presumed that an effort to improve on the present state of affairs will be made. Teachers seem to be interested exclusively in their own departments, and there is want of an inevitable following on in the course of study. A strong Director is needed to control the relations of the different departments; one who can make a student understand that it may be necessary now and again to refer to the antique for further knowledge of the figure, that his life-school work may be benefited. Teachers complaining that other masters take their best pupils from them have but a poor notion of their duties.

There is good work being done in painting from the Life, but one saw no canvases being put up near the model for examination and correction. The studies were in different tones of colour; one student making flesh pink, another yellow, and so on. Exact matching of colour is not sufficiently insisted on. The darkest and lightest tones are not definitely stated, nor is the method of working to a scale of light and shade taught. Students might with advantage make life-size studies of the Torso.

The rooms used as Life-schools are badly lit, and the various lights which play on the model make study very difficult.

Drawings from the Life are not of a very high standard, nor is the method of teaching always that of the painter. In some of the classes young folk are being taught to represent the figure with a point, looking only to the edges. When these students come to paint with a brush, and lay in a mass of colour, which must have at one place sharp relief and at another melting edges, they will find themselves in a difficulty. Drawing in masses of light and shade from the beginning, and carrying on a course of modelling, are suggested as better means of realising the solid than outline drawing.

Some capital time sketches done from the living model are shown.

Drawings from the antique. Competent and earnest workers here, but the vicious wire-outline everywhere in evidence. Were these students masters of the solid, one could understand the use of expressive outline—it would not be the mechanical line one sees in these drawings--but when one realises that these students are proposing to present the superficies of solids, and their planes, and all this with a sharp line, the method can only be called unintelligent. That young folk should be confused by a method which at the beginning of their studies sets up an abstraction—a scaffolding which they cannot see—and are encouraged to become blind to what actually they do see, seems incredible. Put up a light object, a white cast pleasantly lighted, against a grey or coloured background. Give the pupil a grey or coloured paper of the tone or colour of the background. Let him indicate on this with pencil, chalk or charcoal, the mosaic of light and shade he sees ; mark at once the darkest and lightest tones (using white chalk for the light if necessary) and leaving the paper for half tones, and in a few minutes he is forced to really *draw* ; for every touch he puts on the paper will tell, and all his observation and skill will be needed to fac-simile what he sees in front of him. If the shadows be darker than pencil will give he must use black chalk or soft charcoal. After a time, when his knowledge of handling chalk or charcoal is greater, if he chooses he may work on white paper and add the background. Such a method leads directly to painting where the procedure is the same, and all the time he is in direct touch with Nature, only matching what he sees and as he sees it.

The Elementary Class in Drawing is badly taught. Casts of ornament are placed in front of pupils, and in some cases the pupils make their drawings larger than the casts. They should be taught to make them as they see them—less. Here again the aspect of the model is quite disregarded and hard clear outlines substituted for expressive edges of things. No attempt is made at getting shadows related to each other justly ; and there is little idea of the intelligent use of pencil or charcoal. For drawing in pencil small sheets of paper should be used, pencil being a gentle instrument. For charcoal or chalk larger sheets are more suitable.

The paintings in oil done from the draped model are very good, as are also life-studies in oil done under the Anatomy master.

Of the Modelling Class one can only speak in the highest terms. Taught by an enthusiastic artist, his pupils respond to his energy and enthusiasm. There is a refreshing " vim " about this class which is worthy of all commendation. Proceeding from the shapes of the bones outwards, to a study of the superficial markings, the pupils are taught to observe correctly the poise and relation of parts, one to another. Character and movement are made apparent in the mass before proceeding to the elaboration of detail. In the same way the basic things in ornament are dealt with, and there is a freedom and knowledge in the handiwork which indicates that the minds of the students are exercised and interested. Composition and Drapery are dealt with in a bright intelligent way. Altogether an admirable class.

The class for design also is ably conducted and the teacher here is to be congratulated on the beautiful productions emanating from his pupils' taste and invention. It is evident that the students have been got to think and that their invention has been stirred. From the direct study of natural objects designs are made, which are both tasteful and of good style. Designs for wallpapers, jeweller's work, wrought iron and stained glass, are done with distinction. One regrets that there is not opportunity for the embroidery and stained glass work being carried out in this school.

In the Architectural Class cardboard diagrams of the orders of architecture are given to the students to copy. Would not the sense of beauty and the reasonableness of the measurements be better understood if students made drawings from scaled casts or actual reproductions of these orders?

The course of study in this Architectural department seems to concern itself almost entirely with classic styles. Will the study of Gothic be included in the curriculum of the new school? It is, of course, possible that a knowledge of proportion and beauty may be taught by the study of classic architecture, but as there is a successful Sketch and Measuring Club in connection with the school, which must in this country find that most of its work bears on Gothic architecture, one would expect to find more direct interest taken in this branch of architecture.

EDINBURGH HERIOT-WATT COLLEGE (ART CLASSES).

Heriot-Watt College has the advantage of a course of Art Study wisely directed. One sees at work an organised scheme of education, appealing to the interest and sense of the student. There seems to be complete harmony and co-operation between directors and teachers, and the impression left on one, after examining the pupils' work is, that the institution is doing excellent work in teaching lads to see accurately and to use their talents wisely.

The Life-School and the Antique Room stand side by side, and pupils are encouraged to make use of one branch of study for the benefit of the other. The works in black and white done from life are, considering the little time given it, surprisingly good. They show both freedom and character.

The system of study is conducted exactly as in the Life Schools of the Royal Scottish Academy, and whether in the Draped, Antique, or Life Rooms, one finds earnest endeavour and intelligence shown by masters and students.

Pen and ink character sketches done from models and intended for the use of publishers are excellent, and of such a standard as likely to tempt those exacting purchasers.

Tone studies on brown paper are shown which exhibit true tones, and light and shade studies give related values and character.

Notwithstanding the difficulty of getting elementary pupils to see objects truly, a gallant attempt is being made, and the use made of outline is intelligent. Lectures on historic ornament are fully understood, as is demonstrated by numbers of note-books filled with well-observed jottings.

The modelling class is not intimately associated with the Life-School or Antique Class, which is regrettable; but a number of wood carvers are at work there, designing in relief with what appears good direction.

In summing up, the hope has to be expressed that, if this School has to be merged in the new College of Art, the eager interest at present displayed by the students of the Heriot-Watt College in their studies may be continued and conserved under the new *régime*.

GLASGOW SCHOOL OF ART.

An admirable school controlled by a director whose influence is felt throughout every department. Masters work into each other's hands, and the pupil has the benefit of being conducted through his studies in an interesting and logical way. The Professor of Painting has corrected the blight of bad colour which at one time threatened the work of the school. Lads learn form by working at drawing as well as modelling; and architects not merely draw on paper, but set up *projects* or sketches in clay. Embroidery is designed on paper, and carried out in appropriate materials; and Anatomy is so well digested that there is a wise understanding of the structure of the figure displayed in the majority of the figure studies. The work shown by Elementary School Teachers—who get opportunity to attend the school once a week for two and a half hours—is really excellent, and one can only rejoice that the bad old days are now past when there was one kind of drawing in the Board School and another kind in the Art School.

Painting from the nude, life-size, is most praiseworthy, and the Professor of Painting has to be congratulated on the result of his teaching.

In observing the painting being done from the model at the time of visit, one felt on comparing the studies with Nature that there was a tendency to paint too low in tone, and black was arrived at too quickly. A distinct leaning to amber in the lights, instead of pink or clear colour, was also evident. Students did not hold up their paintings beside the model and compare them. By so doing a better fac-simile of the actual pitch of colour would be got.

In this connection it might be suggested that where a note of positive colour occurs in Nature, some colour which is easily matched by a pigment from the palette, this positive colour should be put at once on the canvas, as it will provide the student with a sure note by which he may, by comparison, find more subtle colours.

Painting from the Living Animal.—This class suffers from want of a *plein* air studio.

Oil painting from the Cast and Still Life. Works worthy of commendation, with this qualification that the tendency to get things too dark is pronounced. There is great ingenuity shown by teachers in arranging still-life groups. One of a lighted red lamp shining on coloured pottery was beautiful.

The work done in Water Colours from still-life is also good. Suitable effects, possible of being realised in water-colours are given, and workman-like results shown.

Advanced students are properly given the use of models to help them to carry out their figure compositions.

In black and white studies from the figure, generally speaking, outline is used intelligently, and the principle of working in masses of light and shade adopted. Students appear to grasp this scheme of looking at objects in a big way, and seeing them in shapes of light and shade. The tone of the shadows is not always controlled by marking the darkest tone, and working in relation to it, and this point could with advantage be better studied. Studies on brown paper of the colour of the background are done, with the light figure put in with white or red chalks. These studies have both character and beauty.

The Designs shown, so far as one could judge, were good; and much fanciful and beautiful work is being carried out by the ladies in the Embroidery Class.

Modelling from the life is very competent. It is delightful to see the same student, at different times of the day working, now at painting, now with the point, and again in the Modelling Class with clay. Construction and character are sought for, and the handling of the material is fresh and vigorous. An advanced student is setting up a scaled-figure design, on a model of an existing doorway. The work is an excellent demonstration of Applied Sculpture.

None too soon additional accommodation is being provided for this school, as most of the day and night classes are overcrowded.

Glasgow is fortunate in her Art School. Her proper civic pride in her institutions is deserved, and might well be extended to her Art School.

TABLE No. 5.

CENTRAL INSTITUTIONS.

Statement shewing the *number of Students instructed* in, and the *grant made by the Department* to the ten *Central Institutions* working under Special Minutes in accordance with the terms of Article 87 of the Continuation Class Code in respect of the Session 1906–1907 and the preceding Session.

NAME.	Session 1906-1907.			Session 1905-1906.		
	*Number of Students instructed.		Grant from the Department	*Number of Students instructed.		Grant from the Department
	Day.	Evening.	£ s. d.	Day.	Evening.	£ s. d.
I. Aberdeen and North of Scotland College of Agriculture	97 (Central only).	79 Classes	2,349 9 0	168 (Central only)	22 Classes	2,251 14 5
II. Aberdeen Gordon's College and Gray's School of Art	61	782	1,431 3 7	65	834	1,482 10 2
III. Dundee Technical Institute	13	983	1,345 16 2	—	1,095	1,291 10 5
IV. Edinburgh and East of Scotland College of Agriculture	94 (Central only).	176 Classes	†1,970 2 2	113 (Central only)	185 Classes	†2,030 14 2
V. Edinburgh Heriot-Watt College	190	3,606	3,416 1 10	182	3,539	3,361 13 8
VI. Glasgow and West of Scotland Technical College	544	4,512	8,265 4 11	535	3,812	8,446 17 6
VII. Glasgow Athenæum Commercial College	179	1,095	693 6 3	199	983	698 0 8
VIII. Glasgow School of Art ..	284	929	2,364 11 7	241	1,052	2,415 8 4
IX. Leith Nautical College ..	187	225	344 3 11	160	171	330 17 3
X. The West of Scotland Agricultural College (including Kilmarnock Dairy School)	126 (Central only).	78 Classes	2,848 1 6	90 (Central only)	131 Classes	3,031 1 2
Totals	1,775	12,465	25,028 0 11	1,743	11,824	25,290 7 9

* For further particulars see detailed Statistics in connection with the various reports.

† Includes a separate grant of £100 on behalf of the Forestry Classes conducted in the University of Edinburgh.

PART V. OF APPENDIX.

SECONDARY EDUCATION.

SECONDARY EDUCATION.

(Circular to Secondary Education Committees.)

C. 397.

Scotch Education Department,
4th May 1908.

SIR,

In terms of paragraph 18 of the Minute of 10th June, 1897, it now falls to your Committee to submit for the approval of the Department their Scheme for the distribution of the grants payable to them under that Minute and under the Minute of 25th February, 1908.

It is particularly requested that this Scheme may be forwarded to the Department *as soon as possible* and in any case *not later than 1st June.*

The amount available for distribution by Secondary Education Committees under the Minute of 10th June, 1897, is approximately the same as last year, namely, £54,000 (see Appendix II.). Your Committee will also be informed in due course of the amounts, if any, payable for the year 1907–8 for the purposes of Technical Education under the provisions of Paragraph 11 of the said Minute, but there is no reason to suppose that the actual sums which may be available under this head will show any such diminution upon those available last year as to affect the preparation of your Committee's Scheme.

The general considerations by which, in the view of the Department, the Committee should be guided in formulating their Scheme for the distribution of the above grants have been fully set forth from year to year in Circular 359, extracts from which are attached hereto—page 909.

The additional sum which has been allocated for the forthcoming year for bursaries or maintenance allowances for intermediate and secondary bursars under Section II. B. of the Minute of 25th February, 1908, providing for the distribution of the General Aid Grant, is £60,000. Of the latter sum an amount not exceeding £3,000 will be reserved as stated in the second paragraph of that section; the balance of £57,000 being distributed on the same basis as before. The amount which will be paid to your Committee under this Minute is shown in Appendix II. If, in the counties of Inverness, Argyll, Ross, Caithness, Sutherland, Orkney and Shetland, it is found that a further sum might be utilised in providing additional bursaries, full details of the names and qualifications of the supplementary candidates, together with a statement of the Higher Grade or Secondary Schools which it is proposed that they shall attend.

should be submitted to the Department for approval. The claims of these Highland Counties for a share of the additional grant of £3,000 will then be specially considered, and an award made.

In the award of all bursaries by Secondary Education Committees the following main principles should be kept in view:—

1. As indicated in Article 57 of the Regulations, two kinds of bursaries and allowances should be awarded.

(*a.*) *Intermediate Bursaries.* To be awarded to pupils who have not yet obtained the Intermediate Certificate, to enable them to attend at schools recognised by the Department as giving instruction suitable for this purpose—that is at Higher Grade or Secondary Schools.

(*b.*) *Secondary Bursaries.* To be awarded to pupils who have already obtained the Intermediate Certificate, to enable them to pursue a course of instruction at schools which are in a position to provide a full Secondary curriculum.

Junior Students.—This latter class of bursaries and allowances should include the provision for accepted Junior Students which is required by the Regulations; but, subject to the reservation of a sufficient number of bursaries and allowances for such of the Junior Students nominated by your Committee as may require them, there is no need to establish a definite set of bursaries for Junior Students only, or to treat Junior Students in any way differently from other bursars attending a Secondary School. It should be understood that while each Committee will nominate candidates from its own district, and will award to certain of them such allowances as it may see fit, the choice of a centre of instruction is not restricted to the schools of a particular county or burgh, but should be determined by considerations of individual convenience. Moreover, it should be clearly borne in mind that the nomination of a qualified pupil as a Junior Student does not *ipso facto* carry with it the right to a bursary or maintenance allowance. There will be cases, particularly where the Junior Student resides in the neighbourhood of the Junior Student Centre at which he or she is in attendance, where, upon investigation, it will be found that no such payments are necessary, and there will be more cases in which the payment may without hardship be strictly limited in amount.

2. *Amount of Bursaries or Allowances.* The fixing of the amount of the bursary or allowance in each case will call for very careful consideration by your Committee of the claims of individual applicants. In awarding bursaries, and particularly intermediate bursaries, the Committee should be guided by the following considerations:—

(*a.*) It should be borne in mind that boys and girls are under a legal obligation to attend school up to the age of fourteen. No bursary or other financial assistance should therefore be awarded to pupils under fourteen years of age, unless their attendance at a central school necessitates their residing away from home, in which case account may be taken of whatever expense is necessarily incurred either in travelling or in boarding at the centre of instruction.

(*b.*) In the case of pupils over fourteen years of age whose homes are within easy reach of the central school at which they are to attend, the amount of the bursary should be limited to such small sum as may cover any additional expense incurred for books, etc.

(*c.*) On the other hand, whenever a pupil is required to travel or reside away from home, the amount of the bursary awarded should be fixed on a correspondingly more liberal scale, the object of this differentiation being, of course, to put parents living in districts remote from the centre of instruction at no disadvantage when compared with parents who are living close to that centre.

3. *Principles of Award.* The Committee should endeavour as far as possible to aim at an equitable distribution of bursaries over the different schools from which the **qualified** applicants are drawn. When the applications have been received and the schools from which the candidates come ascertained, an award should be made on the principle of giving as far as possible one bursary to each school and additional bursaries to certain schools in consideration of their size and of the number of **qualified** candidates put forward by them. *Mutatis mutandis,* the same procedure should be followed in awarding Secondary Bursaries. On this principle, competition for a bursary, so far as competition might be necessary, would be between pupils of the same school, and would take full account of their previous record in that school.

It is believed that considerable sums of money which are available under the Schemes of Administration of various Educational Endowments are useful in bringing pupils to Intermediate and Secondary Schools, and the Department will, as far as possible, place at your disposal any information desired by your Committee as to the Educational Endowments already existing in your district. It is suggested that as regards the smaller bursaries available under these endowment schemes the Committee should place themselves in communication with the Governors with a view to supplementing their amount where necessary in order to enable the holders to pursue their studies at a Higher Grade or Secondary School.

4. Intermediate bursaries should be tenable only at schools which have been recognised by the Department as Higher Grade Schools in terms of Chapter IX. of the Code or at schools which

are recognised as Secondary Schools. Secondary bursaries are tenable at Junior Student Centres or at schools which bring their pupils up to the stage of the Group Leaving Certificate.

5. It is not necessary that the award of bursaries should be made only out of the fund which is ear-marked for that purpose under the General Aid Grant Minute. Any residue which may be available under the Minute of 10th June, 1897, after the normal purposes of that fund have been achieved, may also be so utilised, together with the balance, if any, which has been brought forward by your Committee from the previous year. Meanwhile, in the award of their bursaries for the current year, your Committee should take care to assure themselves, not only that they will be able to maintain these awards to their actual holders until they have completed their course of Secondary or Intermediate Education, as the case may be, but also that the number of bursaries which will " fall in " at the end of this year is such that they will next year be in a position to award fresh bursaries to an approximately equal extent. So long as these grants continue to be allocated under a Minute of the Scotch Education Department, the Committee may reasonably expect to receive in each future year sums approximately equal to those detailed in column 3 of Appendix II. in respect of the current year. But, in any award of bursaries which they may propose to make, the Committee should not assume that the future will see any further increase over the sum allocated for the present year.

The scheme should be submitted *in duplicate*, and should be so framed as to show clearly the separate paragraphs, duly numbered, and the particulars relating to the proposed allocation of the grant. If the new scheme, as submitted to the Department, shows substantial amendment upon the scheme of the previous year, the fact of its submission should be at the same time announced by advertisement in one or more newspapers circulating in the district. The Committee should forward to the Department copies of the newspapers containing this advertisement, which should follow, as near as may be, the form set forth in Appendix I. on page 907.

It will also be necessary for your Committee, in accordance with Article 3 of the Regulations, to make nomination to the Department of young persons who desire and are qualified to be enrolled as Junior Students. I am to suggest that your Committee might forthwith proceed to invite applications from young persons resident within your district who possess, or hope to possess, as the result of the Leaving Certificate Examination for the current session, the necessary qualification in the shape of the Intermediate Certificate. It is important to note that, in nominating students, the choice of the Committee need not be limited to those candidates to whom they may be able to award a bursary. All young persons otherwise qualified are fully eligible for nomination. The list of nominations for 1908–9 *should, as far as possible, be completed before the end of the summer session of this year*, in order that the candidates selected may be in a position to begin their studies as Junior Students on the reopening of the Junior Student Centres after the summer holidays. In this connection your attention is particularly directed to Articles 3, 4, and 5 of the Regulations. The list should be forwarded to the Department at the earliest practicable date.

The Department will also be glad to receive the *Annual Statement of the Accounts* of your Committee, together with a *Short Report* on the work of the Committee and the progress of Secondary and Technical Education in their district *during the past year*. I am accordingly to request that you will be good enough to forward to this Department, on one of the enclosed forms, a certified statement of the Accounts of your Committee for the 12 months ending 15th May, 1908, together with Summaries (on one of each of the enclosed forms) showing the amount paid on account of each School or Scholar during the same period. Additional forms for the Summaries will be supplied if required.

It is pointed out that while circumstances may render some delay necessary in the completion of the *Report*, the *Accounts* for the past year need not be delayed for the preparation of the Report, and might without inconvenience to your Committee be submitted *at latest before the end of May*, the *Report* being forwarded as soon afterwards as may be found possible.

Additional copies of this Circular are enclosed for the use of Members of the Committee.

I have, etc.,

J. STRUTHERS.

APPENDIX I.

FORM OF ADVERTISEMENT.

COMMITTEE ON SECONDARY EDUCATION FOR THE COUNTY (*or as the case may be*) OF________________

NOTICE is hereby given that the Committee on Secondary Education for the County (*or as the case may be*) of______________have this day submitted to the Scotch Education Department a Scheme for the distribution of the sum available to them under Section II.B of the Minute of 25th February, 1908 (Distribution of the General Aid Grant), Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minute of the Committee of Council on Education in Scotland, dated 10th June, 1897, as amended by the Minute of 30th April, 1900; and that in accordance with paragraph 16 of the said Minute, the Scotch Education Department will, during one month from this date, be prepared to receive any objections to such Scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded *in duplicate.*

Copies of the Scheme may be obtained from the Committee by School Boards or other school managers in the district at a charge of________(*not to exceed one shilling*).

(Signed)______________________

Clerk to the Committee.

Address____________________

Dated this__________day of______________1908.

APPENDIX II.

Table showing how much each Committee will receive of the sum of 54,000*l.* under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900; and of the sum of 57,000*l.* under Section II. B. of the Minute of 25th February, 1908.

County.	Fixed Grant.	Amount of Grant according to population.						Total.		
		Minute of 10th June, 1897.			Minute of 25th Feb., 1908.					
	£	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Aberdeen (excluding Burgh)	200	1,656	4	10	2,043	8	3	3,899	13	1
Argyll	200	766	19	3	946	5	0	1,913	4	3
Ayr	200	2,631	19	9	3,247	5	1	6,079	4	10
Banff	200	638	6	6	787	10	10	1,625	17	4
Berwick	200	321	11	6	396	14	11	918	6	5
Bute	200	194	1	8	239	9	1	633	10	9
Caithness	200	349	18	0	431	13	11	981	11	11
Clackmannan	200	329	12	5	406	13	6	936	5	11
Dumbarton	200	1,177	1	5	1,452	4	7	2,829	6	0
Dumfries	200	749	14	2	924	19	4	1,874	13	6
Edinburgh (excluding City and Leith Burgh)	200	965	13	8	1,191	8	7	2,357	2	3
Elgin	200	459	14	1	567	3	5	1,226	17	6
Fife	200	2,260	15	5	2,789	5	3	5,250	0	8
Forfar (excluding Dundee)	200	1,269	14	9	1,566	11	2	3,036	5	11
Haddington	200	399	8	9	492	16	3	1,092	5	0
Inverness	200	930	10	9	1,148	1	4	2,278	12	1
Kincardine	200	325	16	0	401	19	2	927	15	2
Kinross	200	73	8	10	90	12	2	364	1	0
Kirkcudbright	200	408	3	6	503	11	11	1,111	15	5
Lanark (excluding Glasgow City and Govan)	200	4,992	15	5	6,159	18	3	11,352	13	8
Linlithgow	200	686	8	1	846	17	3	1,733	5	4
Nairn	200	90	1	11	111	3	1	401	5	0
Orkney	200	296	9	7	365	15	9	862	5	4
Peebles	200	155	6	3	191	12	4	546	18	7
Perth	200	1,276	6	4	1,574	13	7	3,050	19	11
Renfrew	200	3,028	17	7	3,736	18	8	6,965	16	3
Ross and Cromarty	200	789	15	8	974	8	2	1,964	3	10
Roxburgh	200	501	0	9	618	3	4	1,319	4	1
Selkirk	200	241	12	3	298	1	11	739	14	2
Shetland	200	290	19	6	359	0	2	849	19	8
Stirling	200	1,466	8	5	1,809	4	6	3,475	12	11
Sutherland	200	221	9	10	273	5	4	694	15	2
Wigtown	200	336	6	9	414	19	3	951	6	0
School Board Burghs.										
Edinburgh	200	3,276	6	8	4,042	4	7	7,518	11	3
Glasgow	200	6,440	16	4	7,946	9	2	14,587	5	6
Aberdeen	200	1,585	15	11	1,956	10	0	3,742	5	11
Dundee	200	1,665	0	7	2,054	5	2	3,919	5	9
Leith	200	800	0	0	987	0	3	1,987	0	3
School Board Parish.										
Govan	200	2,149	6	11	2,651	15	6	5,001	2	5
Total - - £	7,800	46,200	0	0	57,000	0	0	111,000	0	0

Enclosure to Circular 397.

Extracts from Circular 359 relating to the allocation by County and Burgh Committees of the grants available to them for the purposes of Secondary and Technical Education.

1. The primary object of the funds administered by Committees is the promotion of Higher Education—which may, with sufficient exactness, be defined to be systematic education beyond the stage indicated in Article 29 I. of the Day School Code—by means which supplement the provision which ought to be made for that purpose from the school fund of any particular district, but do not relieve the burden which may fairly fall upon that fund.

2. Provision for this purpose may be made in two forms—(i) by grants to suitable schools; (ii) by provision of bursaries and free scholarships to individual pupils. These two objects are quite distinct, and confusion is apt to result from the attempt to combine them as, *e.g.*, by making the grant to a school depend on the provision of a certain number of free places. The grant to each school ought to be determined by the considerations stated in the next paragraph; the free scholarships should be regarded as grants to *individuals*, and should take the form of paying either through the pupil, or directly to the Managers of the school, the *normal* fees of the school attended by the pupil to whom the scholarship is granted.

3. (*a*) Grants to schools should, unless in very exceptional circumstances, be confined to Higher Class Schools and Higher Grade Departments of State-aided Schools. The amount should not vary directly with the attendance or with the number of Leaving Certificates gained, but should be determined solely by consideration of the needs of the school as shown by a statement of income from fees, grants, Common Good, &c., and of estimated expenditure upon equipment, staff, &c., provided that such expenditure is approved by the Committee as reasonable. The Department will continue to obtain and forward for the information of the Committee such a statement for all schools in their district upon forms applicable to each class of school.

(*b*) It is recommended that the Committee's grants should not be of fixed amount (except as regards a maximum limit), but should be a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. In no case should they be such as entirely to relieve Managers from the necessity of making some contribution from their funds, and in all cases the Committee's contribution should secure for the school some positive addition to such normal equipment and staffing as might naturally be provided from the school fund. From an examination of the returns made by School Managers on forms S. 14 and S. 20 (copies of which have been furnished your Committee from time to time), it is clear that these conditions have not always been fulfilled in the past and my Lords trust that your Committee will co-operate with them in endeavouring to secure, by a careful scrutiny of such returns, that any grant made is not used in substitution for, or in relief of, rates (paragraph 20 of the Minute). A certificate that such investigation has been made should be appended to the Committee's annual report, and special mention should be made of all cases where the Committee has reason to doubt the propriety of the expenditure.

4. My Lords again recommend that special grants should be made, through Managers, to the teachers of schools not otherwise in receipt of aid under the scheme, on account of duly qualified pupils from their schools who have passed into, and remain for a reasonable time at, an approved secondary school or department. Such grants, which should be moderate in amount, will not be regarded as subject to the £10 limit referred to in paragraph 10 *e* of the Minute, and payment is not conditional upon the production of a certificate under the provisions of paragraph 21 of the Minute.

LIST OF SECONDARY EDUCATION COMMITTEES.

County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name and Address of Clerk.
BURGHS.		
Aberdeen	Dr. Dunn	G. Cruden, Esq., 9, Golden Square, Aberdeen.
Dundee	J. M. Wattie, Esq.	J. Thornton, Esq., 15, Albert Square, Dundee.
Edinburgh	Dr. Scougal	R. G. Scott, Esq., W.S., 6, Hill Street, Edinburgh.
Glasgow	A. R. Andrew, Esq.	J. Clark, Esq., 129, Bath Street, Glasgow.
Leith	J. Clark, Esq.	R. Hardie, Esq., 8, Links Place, Leith.
PARISH.		
Govan	R. Harvey, Esq.	M. MacLeod, Esq., 151, Bath Street, Glasgow.
COUNTIES.		
Aberdeen	Dr. Dunn	W. Murison, Esq., County Buildings, Aberdeen.
Argyll	D. Munro Fraser, Esq.	M. Sinclair, Esq., County Buildings, Lochgilphead.
Ayr	A. Lobban, Esq.	J. E. Shaw, Esq., County Buildings, Ayr.
Banff	W. W. McKechnie, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
Berwick	C. J. N. Fleming, Esq.	Joseph Wilson, Esq., County Clerk's Office, Duns.
Bute	A. R. Andrew, Esq.	R. D. Whyte, Esq., County Office, Rothesay.
Caithness	J. A. Macdonald, Esq.	J. Young, Esq., County Clerk's Office, Thurso.
Clackmannan	W. G. Fraser, Esq.	J. Cuthbert, Esq., Candleriggs, Alloa.
Dumbarton	R. Harvey, Esq.	H. Hutcheson, Esq., 115, Wellington Street, Glasgow.
Dumfries	D. Thompson, Esq.	John Robson, Esq., County Buildings, Dumfries.
Edinburgh	F. R. Jamieson, Esq.	J. Stewart, Esq., S.S.C., 3, Thistle Court, Edinburgh.
Elgin	W. W. McKechnie, Esq.	J. McIsaac, Esq., Elgin.
Fife	J. C. Smith, Esq.	J. Mitchell, Esq., County Buildings, Cupar-Fife.
Forfar	J. M. Wattie, Esq.	R. F. Myles, Esq., National Bank Buildings, Forfar.
Haddington	J. Clark, Esq.	John D. Watson, Esq., County Clerk's Office, Haddington.
Inverness	J. L. Robertson, Esq.	Messrs. Anderson and Shaw, W.S., Inverness.
Kincardine	Dr. Dunn	A. W. Kinnear, Esq., Stonehaven.
Kinross	W. G. Fraser, Esq.	W. K. Falconer, Esq., Kinross.
Kirkcudbright	D. Thompson, Esq.	Adam Brown, Esq., County Buildings, Kirkcudbright.
Lanark	G. Andrew, Esq.	W. Malcolm, Esq., M.A., County Offices, Hamilton.
Linlithgow	F. R. Jamieson, Esq.	J. G. B. Henderson, Esq., Linlithgow.
Nairn	W. W. McKechnie, Esq.	H. T. Donaldson, Esq., Nairn.
Orkney	Dr. Dunn	Duncan J. Robertson, Esq., Kirkwall.
Peebles	C. J. N. Fleming, Esq.	J. Ramsay Smith, Esq., County Clerk's Office, Peebles.
Perth	A. D. Millar, Esq.	D. Marshall, Esq., County Buildings, Perth.
Renfrew	D. Munro Fraser, Esq.	Messrs. J. and J. Caldwell, County Buildings, Paisley.
Ross and Cromarty	J. L. Robertson, Esq.	Alex. Ross, Esq., Dingwall.
Roxburgh	C. J. N. Fleming, Esq.	Messrs. P. and J. Stormonth Darling, County Clerk's Office, Kelso.
Selkirk	C. J. N. Fleming, Esq.	John Steedman, Esq., County Clerk's Office, Selkirk.
Stirling	W. G. Fraser, Esq.	Patrick Welsh, Esq., County Buildings, Stirling.
Sutherland	J. A. Macdonald, Esq.	Archibald Argo, Esq., Golspie.
Wigtown	D. Thompson, Esq.	C. A. McLean, Esq., Wigtown.
Zetland	Dr. Dunn	A. Sutherland, Esq., Lerwick.

LIST OF SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT as HIGHER CLASS PUBLIC SCHOOLS under Sections 62 and 63 of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys).
	,, High School for Girls.
Ayr	Ayr Academy.
	Irvine Royal Academy.
Berwick	Duns, The Berwickshire High School.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
	Kirkcaldy ,, ,,
Forfar	Arbroath ,, ,,
	Brechin ,, ,,
	Forfar Academy.
	Montrose ,,
Haddington	Haddington, Knox Institute.
	North Berwick High School.
Kirkcudbright	Kirkcudbright Academy.
Lanark	Glasgow High School.
	Glasgow High School for Girls.
	Hamilton Academy.
Linlithgow	Linlithgow Academy.
Peebles	Peebles Burgh and County High School.
Perth	Callander, McLaren High School.
	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and W. B. Barbour Academy.
Roxburgh	Hawick, Teviot Grove Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling ,, ,,

May, 1908.

REGULATIONS AS TO GRANTS TO SECONDARY SCHOOLS.

Circular to Managers of Secondary Schools.

C. 407.

Scotch Education Department,
22*nd July*, 1907.

SIR,

With reference to the recently issued Regulations defining the conditions upon which it is proposed that grants shall be given to Secondary Schools in respect of their work as a whole, I am directed to explain that these Regulations will, after the present year, supersede Their Lordships' Minute of 30th May, 1903, providing for the administration of grants for Science and Art instruction. The object of the change is explained in the Prefatory Memorandum to the Regulations.

Schools which are otherwise eligible may, however, as formerly, make a claim for grant under the conditions of the Minute of 30th May, 1903, in respect of the year now current. If this is done, the forms already sent you should be used in making the claim. On the other hand, should the Managers elect to make a claim for grant under the new Regulations, instead of under the Minute of 30th May, 1903. the enclosed forms should be duly completed.

I have, &c.,

J. STRUTHERS.

PREFATORY MEMORANDUM

Hitherto, the only grant allowed to Higher Class Schools in Scotland from monies voted by Parliament has been a grant for instruction in subjects of Science and Art, distributed in terms of Their Lordships' Minute of 30th May, 1903. Such grants were in use to be made to schools in Scotland by the former Science and Art Department, and they were continued on essentially the same principle by the Scotch Education Department after the transference to that Department, in 1898, of the work of the Science and Art Department. It has, however, long been recognised that the placing of a premium on a single department of work in a Secondary School is educationally unsatisfactory; and it is now proposed to make the whole work of the school the basis of grant, and not merely certain selected subjects. As will be seen, it is a condition of grant under these Regulations that the work of the school be conducted according to a curriculum proposed by Managers and approved by the Department. In this curriculum it will still be necessary to make due provision for instruction in Science and Art, but the change of system renders it possible to do so with greater regard to the time requirements of the other subjects that ought to form part of a well-ordered course of Secondary Education.

Regulations as to Grants to Secondary Schools

1. A Secondary School, for the purpose of these Regulations, is one providing at least a five years' course of suitable education to pupils who upon entering have reached the standard of attainment in elementary subjects specified in Appendix I. (Qualifying Examination).

2. Applications for grants under these Regulations may be made by the Managers of any such school which is not in receipt of grants under the Day School Code of the Department.

3. Applications for grant will not be entertained in respect of any school which is conducted for private profit, or which is not either (A) a school under the same management as a State-aided school, or (B) a higher class public school, or (C) a school managed under the provisions of any Act of Parliament, or Scheme, or Provisional Order issued pursuant to an Act of Parliament.

CURRICULUM

4. Grants under these Regulations will not be made in respect of any pupils who are under 12 years of age, or who have not reached the qualifying standard of attainment specified in Appendix I.

5. Where the school comprises a junior or preparatory department containing pupils who have not reached the qualifying standard, a curriculum for the instruction of such pupils must be submitted for the approval of the Department.

Such curriculum must make provision for the instruction of the pupils in suitable stages in English, History, Geography, Arithmetic, Writing, Drawing, and Singing. It shall also make provision for suitable Physical Exercise for the children, for exercises in hand and eye training, and for Nature Study. It may further make provision for the initiatory study of a language other than English.

6. There shall also be submitted for the approval of the Department curricula for the instruction of pupils who have reached the qualifying standard (Appendix I.), viz., (A) a curriculum for pupils who have not yet obtained the Intermediate Certificate (Appendix II.) ("Intermediate Pupils"), and (B) a curriculum for those

who having obtained the Intermediate Certificate desire to pursue their studies further ("Secondary Pupils").

Under (A) provision must be made for a course of study extending over at least three years in the following subjects, viz., English, History, Geography, Mathematics (including Arithmetic), at least one language other than English,* Science, and Drawing. Under (B) the proposals for more advanced courses of instruction must extend over not less than two years; curricula may be submitted in which one or more of the foregoing subjects, always excepting English, are omitted or have a reduced time given to them.

7. Proposals for the inclusion in any curriculum of subjects other than those mentioned in Article 6, will be entertained, provided that they can be shown to be specially suitable in the circumstances of the school, and provided also that the curriculum is not thereby overloaded, or the time to be given to its main subjects unduly restricted.

PREMISES.

8. The school premises must be satisfactory as regards lighting, ventilation and sanitary condition, must provide adequate accommodation in suitable class-rooms for the pupils in attendance, and must contain such equipment of laboratories, workshops and special appliances as may be deemed necessary for the proper working of the approved curriculum. Plans for new buildings and for extensions of existing buildings must be submitted for the approval of the Department.

STAFF.

9. Except in circumstances specially sanctioned by the Department, no class for instruction under one teacher should exceed 30 in number nor may more than 20 pupils be taken at one time for any subject of practical instruction such as Experimental Science.

10. The qualifications of all the teachers employed in giving instruction in each subject of the curriculum must be approved by the Department; and no school after 1st August, 1908, will continue to be recognised as eligible for grants, unless at least one teacher on the staff thereof, for each of the principal subjects of the

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* Instruction in a language other than English will not be insisted upon in special circumstances where it is shewn to the satisfaction of the Department that the omission of this form of instruction is expedient in the circumstances of the school and that the course of instruction in English is of such a character as to give the pupils a wide acquaintance with English literature as well as an adequate training in literary expression.

curriculum, has been recognised by the Department as possessing the special qualifications specified in Chapter V. of the Regulations for the Preliminary Education, Training, and Certification of Teachers for various grades of schools, or the endorsement of corresponding attainment specified in the footnote to Article 45 thereof.*

11. The staff must be sufficient in number to admit of the Intermediate Pupils being taught in at least three, and of the Secondary Pupils being taught in at least two, separate classes according to their stage of advancement.

INSPECTION.

12. The school must be open at all times to inspection at the instance of the Department, and the efficiency of the instruction and the proficiency of individual scholars will be judged of by such tests (including oral examination at the school and presentation at the Leaving Certificate Examination) as the Department may direct.

GRANTS.

13. Grants will be made at the following rates :—

(*a*) On the average attendance of pupils who satisfy the conditions of Article 4, but have not yet obtained the Intermediate Certificate, 3*l*.

(*b*) On the average attendance of pupils who have obtained the Intermediate Certificate in a session preceding that in which a claim for Grant is made, 5*l*.

No school will continue to be recognised as eligible for a grant under these Regulations in which after due notice the number of pupils completing the course and satisfying the conditions for the award of the Leaving Certificate does not, in the view of the Department, bear a reasonable proportion to the total number upon whom grant is claimed.

14. In reckoning the average attendance on which claims for the foregoing grants are calculated, no attendances may be reckoned on account of any pupil who has made less than 80 per cent. of the possible attendances from the date of his enrolment; but, where the absence is due to illness vouched for by a satisfactory

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* This condition will be held to be satisfied as regards each subject, (*a*) unconditionally, in the case of any teacher who is shown to the satisfaction of the Department to have given at least a year's satisfactory service in teaching the said subject in a recognised position in an Intermediate or Secondary School before 31st July, 1909, (*b*) provisionally and subject to such probation as the Department, having regard to his previous experience in teaching the said subject, may determine, in the case of any person who, not having given such service in an Intermediate or Secondary School, was qualified for recognition as a certificated teacher before the said date.

medical certificate, the attendances of such pupils may, on special application, be allowed to an extent determined by the Department.

GENERAL.

15. It shall be a condition of the foregoing grants that there shall be proper registration of the pupils according to rules prescribed by the Department, that detailed and continuous records are kept of the pupils' work, and that all returns called for by the Department are duly made.

16. The grants under Article 13 may be reduced at the discretion of the Department for departure from the approved curriculum, unless sanctioned beforehand by the Department, for failure to remedy defects of premises or equipment, for faults of instruction, organisation, or discipline, and for inaccurate registration or failure to make returns called for by the Department.

17. It shall be a condition of the payment of a grant in full in terms of Article 13 that there shall be an adequate local contribution to the expenses of the school from local sources exclusive of fees but including rates, endowments, and subscriptions, and further, that the whole of the grant earned shall be applied to the maintenance and improvement of the school in ways approved by the Department.

18. Schools recognised under the Department's Minute of 30th May, 1903, shall be eligible for grants under the present Regulations in respect of the school year now current, but such schools may at their option proffer a claim to grant under the said Minute in respect of a school year ending before 1st August, 1908. But no claim may be made under the Minute of 30th May, 1903, and also under these Regulations in respect of the same school year.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee
of Council on Education in
Scotland.

J. STRUTHERS,
Secretary.
Scotch Education Department,
10th April, 1908.

APPENDIX I.

THE QUALIFYING EXAMINATION.

A scholar who in the ordinary course of school promotion has been placed in the highest class of the Senior Division of a Primary School, or in the highest class of the Junior or Preparatory Department of a Secondary School, and who has been in regular attendance at that class for not less than six months, upon being certified by the teacher of the class and by the headmaster of the school or department to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment as an Intermediate Pupil, and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 13 of these regulations. Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school or department or that the selection of candidates for presentation under this regulation has been improperly or carelessly made.

A pupil presented as aforesaid will be expected—

(*a*) To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.

(*b*) To write to dictation with good spelling and legible and regular hand-writing, a narrative passage previously unseen.

(*c*) To answer questions as to the subject matter of, and the meaning of words and sentences in, the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences.

(*d*) To write a composition, the heads being given, or to give in writing the substance of a passage read.

(*e*) To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.

(*f*) To be reasonably proficient in the other subjects included in the approved scheme of work of the class.

APPENDIX II.

THE INTERMEDIATE CERTIFICATE.

The essential purpose of the Intermediate Certificate is to testify to the successful conclusion of a well-balanced course of *general* education suitable for the requirements of pupils who leave school at 15 or 16. The fundamental conditions of issue are, therefore, that the course of education, to whose completion it testifies, is sound, judged by educational principles; that it has a clear aim and purpose; and that in each subject of the course the instruction is given by teachers of proved competency. Apart from its inherent desirability, the adoption of these principles carries with it a very important incidental advantage. The risk of a chance verdict, on the result of examination papers, is avoided by attaching a substantial degree of weight to the opinion of the various teachers through whose hands a pupil has passed.

All pupils who become candidates for Intermediate Certificates must have completed the approved curriculum in its entirety. They must also be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination. Further, such presentation must be simultaneous, taking place not earlier than the end of the third year of the course. The lowest limit of age is 15. The presentation is normally on the Lower Grade in each of the subjects taken, and it is to be specially noted that, for the purposes of this Group Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account is taken, moreover, of those subjects of the curriculum to which the direct test of examination papers cannot well be applied. The general standard which Their Lordships desire to keep before them is the degree of all-round proficiency that a well-taught pupil of average ability may reasonably be expected to attain, if he applies himself to his studies with ordinary diligence.

REPORT *for the year* 1907 *by* J. STRUTHERS, ESQ., C.B., LL.D., ON SECONDARY EDUCATION IN SCOTLAND.

MY LORDS,

9th October, 1907.

I have the honour to present to Your Lordships my third Annual Report on Secondary Education in Scotland.

Regulations as to Grants to Secondary Schools.

In this connection the most important administrative event of the year has undoubtedly been the issue of the new Regulations as to Grants to Secondary Schools. Hitherto the only support which Higher Class Schools in Scotland have received from monies voted by Parliament has been the grant distributed in terms of Your Lordships' Minute of 30th May, 1903. That grant, however, was specifically destined to encourage instruction in the particular subjects of Science and Art, a method of payment which has long been recognised as educationally unsatisfactory, inasmuch as it implied the placing of a premium on certain selected branches of study. Under the arrangements now introduced, Science and Art will still have a place, and a prominent place, in the curriculum of any school to which financial aid is extended. But all temptation to emphasise them unduly will be removed. Henceforward the basis of grant will be the whole work of the school. It is unnecessary here to recapitulate the detailed conditions; they are fully set forth in the Regulations themselves. But a word or two of general explanation may not be out of place.

Whole work of school to be the basis of grant.

General conditions.

Approval of curricula.

Intermediate.

Post-Intermediate.

No grants are payable on behalf of any pupil who is under twelve years of age, or who has not satisfactorily completed what may be described as the elementary stage of his education. Once those requirements are met, every pupil is free to enter upon an Intermediate curriculum, the normal duration of which is three years, while its natural goal is the Intermediate Certificate. All curricula leading up to that Certificate have to be approved by the Department. In considering the proposals that are laid before us we endeavour to keep certain guiding principles in view, but to allow the school authorities as wide a discretion as is possible within the limits thus imposed. Our aim is to secure, first and foremost, a reasonable amount of attention to the mother tongue, and thereafter to make sure that a proper balance is observed between the linguistic and the realistic sides of intellectual discipline. By the time the Intermediate Certificate has been gained, the mind ought to be so far formed that pupil and teacher are in a position to judge of the direction in which further study can be most profitably pursued. During the remaining years of school life, therefore—that is, during the period of preparation for the Leaving Certificate—some degree of specialisation may be not merely permitted, but encouraged. The boy or girl who has developed a taste for literature and history, or for languages, or for mathematics and science, ought to be free to cultivate his or her particular talent, treating other school subjects as more or less subsidiary. And this is a consideration to which we shall be prepared to attach full weight in judging of the merits of the post-Intermediate curricula which are submitted to us for approval. All the evidence before us goes to show that it provides the only possible solution of a problem that is daily becoming more urgent. As matters stand at present, our secondary schools find themselves between Scylla and Charybdis. Not only the exceptional pupil, but even the average boy or girl, is required to keep fully abreast of too many subjects. Consequently, if a teacher sets his face against over-pressure, he must deliberately countenance superficiality.

Too many subjects.

Possibility of improvement.

The alternative policy outlined above would change all this. The discipline of the Intermediate curriculum would prevent any undue narrowing of the intellectual horizon, while subsequent study along lines that were peculiarly congenial might confidently be expected to produce a better educational result than can reasonably be looked for under existing conditions. Further, the level of attainment in the Universities would be correspondingly raised, provided they were willing to adapt themselves to the new state of things. Pupils, no doubt, would have to continue rather longer at school. But this merely means that the leaving age of scholars in secondary schools in Scotland would approximate more closely to what is customary in other civilised countries. Additional staff, too, would almost inevitably be required in the great majority of cases. And here the new Regulations would be of very substantial assistance. Assuming that the curricula of the school have been approved, they offer a *per capita* grant of £3 on the average attendance of all properly qualified pupils who are studying for the Intermediate Certificate, and a similar grant of £5 on the average attendance of all holders of the Intermediate Certificate who are carrying their studies farther.

Better educational results.

Method of Payment.

Result of the new Regulations.

The net result of the Regulations, then, will be to give more adequate support to Secondary Education in Scotland, and at the same time (it may be hoped) to point a way of escape from a difficulty that is really grave. To prevent misunderstanding, it may be well to draw attention to the fact that incidentally they furnish the necessary complement to Chapter V. of the Regulations for the Preliminary Education, etc., of Teachers, since they specify definitely the minimum number of teachers on the staff of each school who must possess a special qualification to deal with some "higher" subject. The work of compiling a register of the teachers who gain such a qualification has now been taken in hand in earnest. It should be distinctly understood that, while every effort will be made to safeguard established interests, the standard as regards future applicants must necessarily be strict. It may be added that, though it is necessary for the present, owing to legal restrictions, to deal with Higher Class Schools under a separate set of Regulations, the Department hope that ere long it may be possible to assimilate to these Regulations

Qualifications of teachers of "higher" subjects.

Register of such teachers.

Future classification of Schools.

those which are now applicable to schools under the Code giving a greater or less amount of Secondary Education. Ultimately, therefore, the rank of a Secondary School will be determined simply by its ability to give a full course of Secondary Education.

Memoranda on the teaching of various school subjects.

In response to various appeals for guidance as to the best method of handling the different school subjects, the Department recently undertook to issue at short intervals a series of Memoranda. Four of these have now appeared, the subjects concerned being English, Arithmetic, Languages, and Drawing. Others are in active preparation. It must be remembered that these Memoranda are not put forward as final or authoritative documents. They are meant to be suggestive only. The views expressed embody, it is believed, the ideals and aspirations that animate the best schools; and few, if any, specific recommendations are made which are not supported by the actual experience of teachers of repute. It is pleasant to note that there is every sign that the Memoranda are receiving the thoughtful consideration of teachers and managers, and that the general effect of their publication is likely to be entirely good.

Number and distribution of Schools.

The total number of 'Higher Class' Secondary (and Preparatory) Schools inspected during the past year has been 109, while the total number of Higher Grade Schools has risen from 141 to 155. A careful study of the way in which these are distributed goes to show that, nominally at least, the supply may be regarded as very nearly complete. It must, however, be admitted that in both classes there are individual institutions that have still to make good their claim to the rank to which they aspire. The most reliable test of efficiency is the extent to which pupils are successfully presented for Group Certificates (Intermediate and Leaving). A careful watch is being kept upon the performance of those schools whose position is at all doubtful. Should they fail to develop in proportion to their opportunities, the recognition they now enjoy will have to be withdrawn.

Overlapping in populous centres.

Benefits of secondary education not fully appreciated in certain districts.

On two previous occasions I have alluded to the danger of overlapping that exists in certain populous centres where there is more than one authority warmly interested in the promotion of higher education. It is not to be forgotten that there are districts which labour under difficulties of a very different kind, —districts where the public conscience in matters educational is lax, where parents have an insufficient appreciation of the duty they owe to the abler among their children, and where, as a consequence, boys and girls are too often withdrawn from school almost as soon as they pass the compulsory age. It is in such districts that not a few of the weaker Secondary and Higher Grade Schools are to be found, and we feel that, in the circumstances, every effort should be made to nurse them carefully, in the hope that the mere fact of their existence may tend to encourage the growth of a sounder educational tradition. It is but right to acknowledge the valuable help which we have, in many instances, received from the enlightened co-operation of the Burgh and County Committees. So far as the provision of

Co-operation of Burgh and County Committees.

opportunities for higher education is concerned, it is the opinion of the Department that these Committees, strong in their familiarity with local conditions, ought to be peculiarly well fitted to offer advice and assistance in determining how the resources available within their area can be utilised to the greatest advantage. If that is to be so, it is of course essential that their members should take a statesman-like, and not a merely parochial view of their responsibilities,—that in making an allocation of the funds at their disposal they should look to the interests of the county as a whole, not to the expectations of this or that particular corner within it. And one is glad to be able to say that this is coming to be more and more the case. There are but few exceptions to the rule that, where direct subsidies are paid to schools, the local managers have earned a right to such assistance by incurring voluntarily the extra expenditure necessary to secure either Secondary or Higher Grade status.

Subsidies to schools.

Bursary system.

Opportunities for children in outlying districts.

Misconceptions as to bursaries.

There is another function of the County Committees which is hardly second in importance to that which has just been described. In spite of all the help that can be given by the State, directly or indirectly, towards the provision of schools, there must inevitably remain whole tracts of country so sparsely populated that to plant a centre of higher education within easy reach of every child of ability would be absolutely impossible. Yet no child of parts should be defrauded of his opportunity. If the school cannot be brought to him, he can be brought to the school. Hence the stress which the Department has laid on the organisation, within each county, of a well thought out and properly articulated bursary system. The most serious obstacle that has had to be overcome in this connection is the widespread misunderstanding as to what the nature and object of a bursary is. Owing to a train of circumstances on which it is unnecessary now to enter, a bursary has come to be regarded as a prize, and patrons are too apt to consider that they have discharged their obligations when they have held a competitive examination and have handed over the money to the boys and girls who may have made the highest number of marks. Bursary money allotted on such rough and ready principles is to a large extent money misapplied. There is no means of knowing that it was really required by the recipient, and therefore no guarantee that it was spent upon the purposes for which it was originally intended. Furthermore, the very pupils who are most in need of aid—those who come from distant and poorly equipped schools—are practically certain to go down in an unequal contest with others, no more able than they, who have enjoyed the advantage of skilled tuition at the hands of a zealous staff.

Principles on which they should be awarded.

It has seemed well to state this general truth quite fully and frankly, because a deep conviction of its importance has underlain all the particular directions that the Department have addressed to the various Committees. It is most gratifying to be able to record that nearly the whole of the Committees have fallen in most cordially with the suggestions that were offered by the Department. As a rule, they have endeavoured to arrange their bursaries so as to secure an equitable distribution over the different schools which can produce fully qualified applicants—that is, pupils who have definitely proved their capacity for profiting by a higher course of instruction than would be open to them without financial assistance. Competition has practically disappeared, except as between those who have been educated at the same school, and have, therefore, enjoyed the same initial advantages. A complaint is sometimes made that the amount of money that can be spared for the purpose is too limited. It is true that the total amount is limited. But this does not necessarily imply that it is insufficient. On the contrary, we have reason to think that, if properly distributed and administered, it would be ample to meet all genuine claims that could be made upon it.

Funds available.

How the money is distributed.

The reservations just mentioned are significant. The share that falls to each county or burgh is determined by the number of inhabitants it contains. Even so far as the support of central schools is concerned, this principle of distribution is not altogether free from objection. In the case of money specifically ear-marked for bursary purposes, its unsatisfactory character is immediately apparent. The districts where the population is thinnest are precisely those where the need for bursaries is greatest. Central schools are few and far between, facilities for daily travelling are scanty, and attendance becomes impossible unless the bursar can board within a reasonable distance of the place where he is to receive his instruction. To meet this difficulty in these parts of the country where it is most acutely felt, the Minute of March 9th, 1907, definitely reserved an amount not exceeding £2,000 for the provision, by the Department, of additional bursaries in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, Orkney and Shetland, these bursaries to be awarded on consideration of proposals submitted by the Secondary Education Committees of the counties named. As to right administration, I have already expressed the opinion that the Committees, as a whole, are realising to the full the responsibility that rests upon them for the use that is to be made of public money. Several of them are most wisely endeavouring to get into touch, each within its own sphere of influence, with the governing bodies of the different educational endowments that are scattered in such large numbers over the length and breadth of Scotland. Pending that general revision of endowment schemes, for which the time is already more than ripe, well-considered action on the part of the Committees might go far to bring about a measure of co-operation which would at least prevent the more flagrant forms of waste. It is to be feared there are still cases in which, without regard to the action of Parliament in freeing elementary education and in raising the limit of compulsory attendance, pupils under fourteen years of age receive "bursaries" to enable them to attend schools which are at their own doors and from which fees have long since disappeared. In other words, certain

Additional provision for outlying and sparsely populated districts.

Educational endowments.

Waste not unknown.

privileged parents are receiving money compensation for discharging an obligation imposed upon all citizens by law.

Two classes of bursaries, Intermediate and Secondary.

Practically the whole of the schemes of the various Committees recognise two classes of bursaries, Intermediate and Secondary. The former class are tenable at schools which provide higher instruction up to the level of the Intermediate Certificate. The latter are awarded only to pupils who already hold the Intermediate Certificate—including accepted Junior Students—and who desire to attend a Junior Student centre or, alternatively, a school where they can be prepared for the full Leaving Certificate. It will at once be seen to what an extent this new system enhances the position of the Intermediate Certificate. Taken in conjunction with the Regulations as to Grants to Secondary Schools, it makes that Certificate one of the most important pivots in the machinery of our educational organisation. A year ago I described at length the modifications that had been introduced in anticipation of the change. The most conspicuous of these was the recognition of the right of the school authorities to have some share in determining the question of a candidate's success or failure. So far as the wishes of the Department go, there is every desire to attach increasing value to the opinion of the teachers on the attainments of their pupils. After all, who should be more familiar with their strong points and with their weaknesses? At the same time, it will be readily admitted that the path on which we have entered must be pursued with due caution. We cannot afford yet awhile to dispense with a most rigid scrutiny of the results of our own written and practical tests. But, as was explained in my last Report, no candidate is allowed to pass, or to be set aside, without a careful weighing of the facts of his school history—the reasoned opinion of the Headmaster as to his general attainments, the marks assigned him by the teachers of particular subjects, the relative position he occupies among his class-fellows, and the like.

The Intermediate Certificate.

Weight attached to teachers' recommendations.

The general result.

The labour of going through the many schedules was again lightened materially by the satisfaction with which one was able over and over again to acquiesce in the Headmaster's verdict. And this was conspicuously so in the case of some of the schools from which the presentations were most numerous. There were, of course, contrary instances. In a few schedules nearly every name was doubtful or something worse. No doubt ignorance of what constitutes a reasonable standard was in the main responsible. On the other hand, teachers who mark about a third of their pupils as worth 100 per cent. in one or more of their subjects display a lack of discrimination that raises grave doubts as to whether it is possible to attach any weight to their opinion at all. Due note is kept of examples of the kind. If good cause be shown, we shall not hesitate to inflict the penalty of which I spoke last year, and to disqualify the whole of the candidates from a school where such irregularities are obviously deliberate. It is, I find, desirable to repeat what was previously said as to the necessity for each teacher assessing his marks upon a common standard, so far as his own subject is concerned. He need not trouble as to what his colleagues do. Where he can really help us is in giving a reliable estimate of the *relative* merits of the different candidates of whose training he has himself had special charge. And there are one or two other points of which it may be well that school authorities should be reminded. In 1908 and following years no pupil will be accepted as a candidate except from a school whose Intermediate Curriculum has been definitely approved beforehand. Further, presentation must be simultaneous in all subjects, and it should always be made on the Lower Grade Standard. We permit an exception only where the Intermediate Curriculum, in addition to its normal elements, makes provision for instruction in some extra subject such as a second foreign language. Here it may well be that the time allowed has not been sufficient to admit of the candidates being able to face the Lower Grade paper. Accordingly we are satisfied if, in the particular subject concerned, the teacher gives us his estimate of the value of the work done by each pupil on the ground actually covered and leaves that estimate to be tested by the Inspector on the occasion of his visit to the school.

Conditions of presentation in 1908 and subsequent years.

Coming next to the results of the recent Examination, I find that this year the number presented for the Intermediate Certificate has been as nearly as possible doubled, a phenomenon which finds its explanation in the circumstance that the importance of gaining the Certificate has now for the first time become fully appreciated. I am glad to say that there has been a corresponding increase in the number of successes. After full consideration we have been able to award Intermediate Certificates to no fewer than 3,748 applicants, whose performance during the Intermediate stage of their school course we had reason to regard as satisfactory; for this, and not the actual tale of passes, is what we consider the touchstone. Many of these will no doubt become Junior Students. Others will follow curricula leading to the Leaving Certificate. Leaving Certificates are intended to attest ripeness for University study. They are still awarded under the conditions laid down in Circular 340, and here too a gratifying increase falls to be recorded. The number of successful candidates is 725, an advance of nearly 150 upon the highest total previously attained. Regarding the various special forms of Leaving Certificate, there is little that is new to be noted. Four Candidates were presented for Special Group Certificates, and all of them passed. The three applicants for Army Certificates made an equally satisfactory appearance. I may add that there are now seven schools whose curricula have been approved for Army purposes, and whose pupils can accordingly, through our Certificate, obtain exemption from the examination of the Army Qualifying Board. Technical Certificates were awarded to six out of seven candidates. Only in connection with the Commercial Certificate were the results markedly unsatisfactory. With two exceptions, the ten candidates who were presented

Increased number presented for Intermediate Certificate.

Number of Intermediate Certificates awarded.

Leaving Certificates.

Special Group Certificates.

Army Certificates.

Technical Certificates.

Commercial Certificates; unsatisfactory results.

had to be rejected as failures. It is clear that there is still a very long way to travel before the question of Commercial Education is adequately solved. There has been some stirring of the waters in our large towns, and advisory committees have been formed both in Edinburgh and in Aberdeen. But it may be doubted whether any real progress is to be hoped for until men of business realise that lads who become apprentices at fourteen years of age cannot possibly be expected to have received anything that is worth calling a Commercial Education, and that, if the prospective apprentice is to undergo any proper discipline of the kind at school, he must remain there until he is seventeen, and must consequently have privileged treatment accorded him in respect of salary or position when he does enter an office.

The Written Examination in 1908.

Honours papers discontinued.

Separate papers for History and for Geography.

Other modifications.

Change in date of Examination.

Next year will witness some not unimportant modifications in the arrangements connected with the Written Examination. The Honours papers will disappear, and opportunity will thus be afforded for improving those set for Higher Grade. The Higher Grade English paper, for example, will be lightened by the institution of quite separate papers for History and for Geography. Specimens of the latter have already been published. Then each of the present Higher Grade papers in Latin, Greek, French and German will be broken up into two parts, and room will be found for dictation in French and in German. The general effect will be to lessen considerably the heavy strain which the actual examination imposes upon the pupil. Lastly, the written papers will be taken immediately before the Spring vacation. Apart from other advantages, this will materially facilitate the development of the system under which we invite the school authorities to co-operate with us in arriving at a judgment on the attainments of their pupils.

Reports of Inspectors and Revisers.

As usual, I have received most useful and informing reports from the Inspectors who have visited the different schools, and also from the revisers who have assisted in the arduous work of assessing the values of the written papers. The following remarks upon the individual subjects are suggested by a collation of all the information thus placed at my disposal.

ENGLISH

The position of English.

On the whole, it may fairly be said that the paramount importance of English is being more and more widely recognised. It is, I should explain, a subject to which we naturally attach very great weight in estimating the fitness of pupils to receive the Intermediate Certificate. Though a pass in English is not actually made a *sine quâ non* of the award, any candidate who does fail must establish an exceptionally strong claim for himself on the rest of his work; and there is an irreducible minimum without which none can hope to be successful. The reports of our Inspectors go to show that steady progress is being made in the direction of a better organisation of the time available for the study of the mother tongue. In many schools, however, there is still great need for a proper co-ordination of all the efforts bestowed upon it. It frequently happens that classes are passed on from teacher to teacher in successive years without any right understanding as to the ground which is to be covered in the different sections of their course. A well thought out *Lehrplan* would not only save much time, but would also be productive of greatly increased efficiency.

Oral Composition improving.

It is gratifying to be assured that oral Composition is steadily improving; it is quite common now to find pupils who can connectedly and in good, fluent English relate an incident, and describe a character, a place, or an historical event. It seems, however, that indistinct speech and glaring provincial defects of pronunciation are as frequently found as ever, sometimes singly and sometimes in combination. The growing interest in Phonetics among our teachers should ultimately work an improvement in these respects, particularly if systematic speech exercises are regularly practised in the earlier years of school life. More attention is being directed to the mapping out of courses of Home Reading. In some schools a list of books for each year of study is drawn up at the beginning of the session. It is carefully graded in difficulty, and it gives scope for individual choice. The pupil is not expected to read all the books on this list; he may do so, of course, but all that is necessary is that he should make choice of a varying number—from six to twelve—in each year, with which he has to profess just so much acquaintance as may reasonably be expected from careful and attentive reading done at home. An incidental advantage of this is that it often stimulates the interest of parents in the intellectual development of their children. And to achieve such an end is an aim of the highest importance. The sense of literature, like the sense of history, is hard to implant, unless the work of the school is aided by the influence and atmosphere of the home. But even the school can do much, and one is glad to believe that, in the words of one of our Inspectors:

Defects of Speech.

Home Reading.

> "There has set in during recent years a strong current leading towards greater breadth and appreciation. The classes are gradually shaking off the incubus of a somewhat barren formalism, too long fostered by classical tradition, and are escaping to the fresher inspiration born of contact with the works of the masters."

Decided advance in the Lower Grade

The evidence furnished by the written papers in English fully bears out the testimony of the visiting Inspectors. In the Lower Grade the Chief Examiner reports a steady progress in the teaching of English and the growth of a clearer conception as to the standard required; the wholesale presentation of immature candidates, so common in former years, has almost entirely ceased. But he makes the following general observation, which teachers would do well to ponder; no doubt the evil complained of is simply part of the general looseness and inexactitude of the growing mind, but that is no reason why something should not be done to mitigate it:

The main fault.

> "Good as the results are, they would have been still better but for the prevalence of a fault which, though probably not more common than in

previous years, stands out more conspicuously now owing to the general absence of other serious defects. This fault is neither ignorance nor inaccuracy, but mere irrelevance. I find reviser after reviser complaining that the candidates answer not the question asked, but something superficially like it; or answer a part of a question, but not the whole; or overlay correct answers with alien matter to which no value can be given. It is clear that more marks have been lost from this one cause than from all other causes put together."

Detailed statement of results.

Apart from this, the results of the Lower Grade paper, taken all over, appear to be such as may gratify any reasonable expectation on the part either of the Department or of the teachers. Penmanship, Spelling and Grammar are almost invariably good. Dictation is decidedly above the average in respect not only of spelling, but of punctuation and the employment of capitals. The proper use of the apostrophe and the syllabling of words divided in writing are points that still call for attention. The essays, it is true, did not display much originality or imagination; as it happened, the theme which gave most scope for these qualities was generally avoided, and required for real success an amount of information which few of those who tried it actually possessed. But, if there was not much originality, there was plenty of free and vigorous writing; some of the battles, in particular, were described in a vivid and spirited fashion. On the whole, there is convincing evidence that our Scottish schools are steadily improving in Composition, the most difficult branch of all to teach. In this connection an interesting fact is noted by more than one reviser—the superiority of medium-sized over large schools; doubtless those who draw attention to this are right in attributing it to the greater amount of individual attention received by the pupils. The simple question in Literature set to Lower Grade candidates produced proof of a considerable width of reading. Much good poetry was quoted—though sometimes in a very illiterate way, without punctuation or indication of the beginning and end of lines, and defaced by errors which showed that the verses had been learned entirely by ear—but few of the candidates gave convincing reasons for their admiration, or pointed out poetic beauties. These results suggest two reflections to the Chief Examiner:

"(1) Dictation of verse should be practised in our schools as well as dictation of prose. (2) In selecting verses to learn by heart more should be left to the pupils' own choice. It is idle to expect them to admire to order. Taste and judgment develop slowly; we must not try to force them, but, finding out and accepting what the children naturally like, slowly cultivate their appreciation of the good into a preference for the better."

Some improvement in the Higher Grade.

In the Higher Grade also the work has improved, though the improvement is not so conspicuously noticeable. The result, so far as it goes, is satisfactory and points to genuine progress in the teaching of English, more especially in the teaching of English Composition. The most marked defect, alike in Language, in Literature, and in Prosody, was weakness of the generalizing faculty. In the Language section of the paper, for instance, a definite divorce was observable between the broad ideas of linguistic history and relationship which had been impressed upon the pupil's memory, and the particular examples with which he had also been made familiar. There is a consensus of opinion that the essays show a distinct advance in facility and power of expression, a better grasp of the main principles of composition, and, on the whole, less of the feebleness and irrelevance which used to mar this part of the work. One of the subjects offered was to give a description of a picture. It is interesting and significant to find that many of the papers of those Glasgow pupils who chose this topic "revealed in their writers not only accurate and artistic observation, and retentive memory, but power to describe the objects of both in no unfitting and in no impersonal manner." It is evident that, if teachers in large cities are in some ways at a disadvantage, there are compensations open to them, if they are wise enough to utilise them. The teaching of English Grammar still compares very unfavourably with the teaching of the corresponding branch of Latin and Greek. There is no need to erect it into a separate subject. The careful study of a single play of Shakespeare, under the guidance of a teacher who understood Shakespearian idiom, would give all the training that is required. Shakespeare, by the way, is widely and assiduously read. But it was surely an amazing judgment that had compelled boys and girls to spend the session in studying *Othello*.

Grammar weak.

As to the Honours papers, a very few words will suffice. The quality of the work done all over—even when candidates did not reach the pass mark—struck the reviser as being distinctly better than it was last year. There was not so much verbal repetition from text-books of literature; and second-hand criticism was not so much in evidence. On the contrary, the answers seemed fresher and more individual, as if they were the fruit of personal study of the masterpieces themselves.

Improvement in Honours papers.

HISTORY

There is distinct evidence that a good deal of thought is now being devoted to the question of how History can most profitably be studied in schools. A full statement of the Department's views is reserved for the Memorandum on the Teaching of History which it is proposed to issue shortly. In the meantime, it may be enough to state quite briefly the main defect of the present system. The History lesson consists, to too large an extent, of reading and note-taking on the part of the pupil, combined with questioning on, and possibly amplification of, text-book facts and opinions by the teacher. As a consequence, the written papers show that the power of tracing causes and effects is not strong. Neither the ordinary teachers of History in our schools nor the ordinary text-books there employed lay sufficient stress on this simple truth—that for us the really important things in the past are those which influence the present. As regards method, one would like to see a much closer connection maintained between the study of History and the study of Literature. The list of books for home reading ought certainly to include some first-rate examples, either of fiction or of biography, bearing directly on the period of history on which

Memorandum to be issued shortly.

The present system.

the pupils are at the time engaged. Such reading would give them a better knowledge of social conditions and of the personality of the great figures than can be got from mere text-books. At present it may be said that, so far as the imparting of information goes, not a little solid work is done. Within the limits indicated, the answers to the written papers were quite creditable.

GEOGRAPHY

Memorandum in preparation. Here again there will presently be a suitable opportunity for drawing attention at some length to the possibilities of the subject, and to the means by which these are most likely to be realized. One is glad to be informed that a notable development in certain new directions has already taken place—a development which may be expected to proceed with increased force, as the scientific and practical aspect of Geography becomes more and more clearly apprehended. **Signs of progress.** And it is satisfactory to learn that the official provision of Ordnance Survey maps for educational purposes at a cheap rate is proving of the utmost benefit. Perhaps, however, the most hopeful sign of the future is the fact that Geography is shortly to be accorded the rank of a fully privileged University subject. When a proper supply of specialist teachers is available, a marked rise in the standard of efficiency may confidently be looked for. The written papers showed that a considerable mass of facts had been accumulated by the great majority of the candidates, but that, precisely as in English and in History, little systematic effort had been made to cultivate the generalizing faculty.

CLASSICS

Though the average level of attainment reached in Classics in Scottish schools is not as yet conspicuously high, much of the teaching is sound and thorough, and the prospects of the subject seem to be quite reassuring to all but immoderate expectations. **Prospects reassuring.** The quality of the work in Greek is specially good, and Latin may be expected to show an improvement when it is attempted by fewer pupils. The most noteworthy advance that falls to be recorded is undoubtedly the agreement which has been reached as to a uniform system of Latin pronunciation. **Latin pronunciation.** The attitude of most teachers towards the "new" pronunciation appears to be entirely sympathetic. But the habits of a generation or more cannot easily be changed; and for some time to come there will be need of tact, patience and tolerance. The change in itself is admirable. A scientific pronunciation is required in any language studied, not merely for the sake of the pronunciation itself, but also for the indirect effect it must have in emphasising the necessity of the appeal to the ear. The excellent practice of committing selected passages to memory is now general, but it might be carried even further than it is; it helps to cultivate accuracy in the matter of quantities, and in the case of prose gives advanced pupils at least some notion of the cadence of the sentence and the period. **Some weaknesses.** In spite of all that has been said in favour of oral composition, it is to be feared that there is as yet but little progress to chronicle in this respect. It seems absurd, but it is true, that in much of the oral work that is done prose order is uncertain; the ear has been forgotten. In the matter of composition generally, the fallacy of setting passages of undue difficulty remains far too prevalent. And *Realien* are too much neglected; in all but a few schools the necessary apparatus for illustrating what is read is absolutely lacking. Lastly, accidence for its own sake is still an idol of the class-room, particularly in Latin. The matter is thus summed up in a valuable report from one of our Inspectors:

> "In this as in other parts of the school work too many teachers have no true perspective, no power to discriminate between the universal and the particular,—the point that *must* be known, and the minor point that it is quite pardonable to forget."

Written work.

As regards the written work, I have this year received from the Chief Examiner a report of such interest as to justify quotation almost *in extenso*. It is most striking to see how the defects of method to which the visiting Inspectors draw attention find their inevitable Nemesis in the written papers, and that, too, although these defects are almost without exception due to a mistaken zeal to drill the pupils for the very tests in which the weaknesses are so marked. He says:—

LOWER LATIN

Percentage of failures.

"The percentage of failures to passes remains high. Several Revisers report that the knowledge of some candidates was practically *nil*. This can only mean that it is not understood in all quarters that the Lower Grade is meant to represent a definite, though not an advanced, standard of attainment. Some schools seem to present pupils on chance. It is noted, however, by more than one reviser that the number of candidates who failed, but came within ten or twelve marks of a pass, has increased, and this is encouraging so far as it goes.

Accidence.

"A point that comes out very clearly is that the accidence is much better done than the rest of the paper. It even appears that there is a considerable number of candidates who do the accidence almost correctly and yet are incapable of translating the simplest English sentence into Latin. It need hardly be said that, where this is the case, it points to the use of utterly wrong methods of teaching. A pupil who is familiar with a sentence like *diu et acriter pugnatum est* will not be puzzled when he is asked for the adverb formed from *acer*. He knows it already as a real and living thing. On the other hand, it is extremely difficult for an immature mind to apply knowledge which has been conveyed to it in the form of lists. Experience seems to show that the best test of all is the translation of simple idiomatic sentences from English into Latin. It is an even better test at this stage than continuous prose. The power of writing this comes, if it comes at all, later on, and the sort of prose that is written by younger candidates is continuous only in the sense that the sentences do not begin at the beginning of a line. It seems to follow that what is chiefly required is that more stress should be laid on the translation of easy sentences into Latin, and that less importance should be attached to the conjugation of verbs and the like, which is mainly an affair of memory. Good results will never be achieved until it is understood that the pupil must do something himself; must create a Latin sentence, instead of merely learning to reproduce more or less accurately so many pages of a grammar.

Translation of easy sentences into Latin.

Scansion.

"The revisers report that some progress has been made in the matter of scansion, but the remarks they make as to the mistakes which were of most common occurrence show that this is still regarded as an exercise for the eye rather than the ear. The majority of candidates went wrong because they supposed that *locus* and *habet* have their first syllables long. I venture to say that this is not their fault. It is clear that they have been allowed to pronounce *lŏcus* and *hăbet*, and very probably they have heard their teachers do so. If that is so, they were perfectly right in following the guidance of their ears. If any trouble had been taken to secure the right pronunciation, these mistakes would have been simply impossible. The failure in translating from Latin into English was mainly due to defective vocabulary. Some of the commonest words seem to be quite unknown. In paper after paper, *mulierum* was translated 'of mules' or 'of mule-drivers.' This would be impossible if the construction of simple sentences were made the foundation of the teaching. A peculiar difficulty arises in the case of most girls' papers and of those done by a good many boys. There is a marked tendency to supply the deficiency of the Latin vocabulary from the French. Thus 'proud' is *fierus* and 'mad' is *follus*. This means, it is to be feared, that French is now taught in a more rational way than Latin, and that its vocabulary is therefore more readily available. It is also clear that, though it leads to such strange results, this plan of extending the Latin vocabulary is based upon a sound instinct, and that something might be made of it under proper guidance. Without going far into Romance philology, it would be possible to teach one's pupils that *fier* is *ferus* and a few things of that sort. Both words would be better remembered, and the change of meaning is instructive in itself.

Defective vocabulary.

Some improvement in history.

"The history questions appear to show some improvement; but there are some mistakes which should be impossible. In at least two papers Nero was credited with having besieged Troy for ten years, and taken it in the end by introducing a wooden horse. Several candidates confused Gracchus and Bacchus. This means that, in the schools from which they came, no attempt is made to give the pupils a general outline of the legend and history of the ancient world. It is not too much to say that such an outline should be regarded as an essential part of education. It is not, perhaps, of any great value in itself; but it gives the pupil a skeleton which he can gradually clothe with flesh and blood. Without some such outline, it is impossible for young minds to assimilate what they read. In former days, this outline used to be given through English Reading-books, which were thus made to serve a double purpose. It is also noticeable that such things as the legend of the Seven Kings of Rome appear to be avoided, presumably because modern criticism has thrown doubt upon their historical accuracy. Such considerations should have no place in school teaching. The things that never happened are often more important than the things that did, and historical criticism is not in place at the earlier stages of teaching."

HIGHER LATIN

Marked improvement in Higher Latin.

"In Higher Latin it is satisfactory to note that there is a very marked improvement. The percentage of passes is larger, and that of discreditable failures is smaller. The improvement seems to show itself all through the paper. The scansion is much better, many papers getting full marks for this. The history questions also showed improvement.

Defective vocabulary.

"The defect which comes out most clearly is that of vocabulary. It is surely remarkable that many good candidates, candidates who have passed quite easily, do not know the meaning of *amoenus* or *opacus*, or even of *fluvius*. This points to the same faulty method which I have spoken of in connexion with the Lower Grade papers. One feels that there is a want of background, so to speak, in the candidates' knowledge of the subject. They have not read enough or in sufficiently large masses; but have gone through a few books, so that it is a mere matter of chance whether they have ever met with some of the commonest words in the language or not. There can be no doubt that this is the chief source of the weakness shown in good papers here and there. There is no other possible foundation for knowledge of a language than the reading of it in large masses without notes and without minute comment and parsing. It is only when this foundation has been laid that the finer kind of interpretation is anything but a weariness When a boy has read half-a-dozen books of Livy, with a translation if need be, he will be interested in, and will profit by, a minute scholarly

Necessity for reading in masses.

interpretation of a portion of what he has read. As things are, it is the practice of parsing all the irregular verbs and 'accounting for' all the subjunctives as he goes along that kills his interest in the subject and makes classical training the barren thing it often is."

LOWER GREEK

Increased presentations.

Standard satisfactory.

"The number of candidates presented for Lower Greek is again larger this year than last, and, what is still more satisfactory, the standard is well maintained. It is specially gratifying to find that the translation of sentences from English into Greek is better done every year. The reviser says :—'At one time candidates who scored well in other parts of the paper failed here, but now the majority of the candidates make a fair proportion (in many cases a large proportion) of their marks by this question.' As I have said in discussing the Lower Latin papers, this is the best test. A pupil who can turn into Greek sentences of the kind usually set in this paper has the key of the language in his hand. It would probably be wise to develop this part of the paper still further, as the schools appear to be ripe for it. It is more valuable in itself and a better test of attainment than the mere identification of isolated verbal forms, which is naturally found more difficult by most candidates.

HIGHER GREEK

Results very satisfactory.

Methods sound and teachers competent.

"The results of the Higher Grade paper in Greek are the most satisfactory of all. The number of candidates is larger than last year, and there is at the same time a distinct advance in the quality of the work. The reviser says : 'Only a negligible proportion of the candidates failed to come within a measurable distance of the pass standard.' It is evident that Greek is now taught in our schools on sound methods, and by teachers of great competence and enthusiasm. Some of the Higher Grade schools of the West of Scotland are deserving of special commendation.

"It is also satisfactory to note an improvement in the Homer translation. The day of books of 'Unseens' seems to be passing away, and there is evidence that, in some schools, Homer is at last being read in large masses. That should be a matter of course everywhere.

One unsatisfactory feature.

"There is really only one feature in the teaching of Greek that calls for serious criticism, and that is, that in many schools the pupils are still made to memorise forms of verbs, which, as the reviser says, are either not met with at all, or only found sporadically. This can only be done with the view of training the pupil's memory ; for it cannot help him to learn Greek. But surely it would be better to train the memory by learning something of real value. The pupil must, of course, know a certain number of irregular verbs, if only because they are the commonest words in the language ; but these are really very few in number. It should be possible for almost any pupil to know them infallibly ; and, if he does, he will easily be able to deal with the others when he meets them.

HONOURS LATIN AND GREEK

Some evidence of cramming.

"In the circumstances, it is hardly necessary to say much of the Honours papers in Latin and Greek. In Latin, the general character of the papers appears to be much the same as in previous years, and in particular, there is the same suspicion of cramming about the literary and historical questions. In the Greek paper, this comes out even more strongly. It is evident that some of the candidates have tried to get up subjects for which their previous training has in no way prepared them. In one paper, the 'Homeric question' has left the following obscure trace : 'Homer nowhere mentions war-engines, and as these were used by the Romans, the Homeric poems must have been of earlier date.' Another candidate says : 'Theocritus was the only poet of any note who wrote in the Greek language after Pindar.' These remarks are quoted in order to reinforce what I observed above, the want of any systematic effort to give the pupils even a bare outline of the history and literature of Greece and Rome. One sees that the candidates who gave these answers have been trying to get the subject up with a view to the examination, but that they have no idea of where to fit in what they read. The re-action against the memorising of dates and titles of books was no doubt justified by the excessive importance formerly attached to such things, but it has evidently gone too far. We might learn a great deal from French methods of teaching in this respect. As in the case of the irregular verbs, what has to be memorised should be reduced to a minimum, and then memorised faultlessly.

General impressions.

"To sum up. The general impression which I have formed from the papers which I went through and from the reports of the revisers is that Greek is taught in a more rational way than Latin, and that it is being better taught every year. If the grammar could only be simplified a little more, there would be no serious fault to find. Latin suffers from not being read in masses, which leads to defective vocabulary and want of freedom in dealing with the language. All subjects suffer from the absence of any scheme or outline into which new knowledge can be fitted as it is acquired. These are faults which it should not be hard to remedy."

FRENCH

Satisfactory progress.

Qualifications of teachers.

Recitation.

Oral composition.

Reading-books.

Written exercises.

The study of French continues to be pursued with steadily increasing earnestness and enthusiasm. Progress is as yet most noticeable in the earlier stages, although in not a few of the schools its rate is hampered by the presence, during the first and second years, of pupils who have no intention of continuing their attendance after they reach 14, and whose proper place is therefore in Supplementary Courses. Existing teachers continue to strengthen their qualifications by attendance at classes at home and by taking vacation courses abroad—a form of self-sacrifice that is altogether admirable; it is of the utmost importance that those responsible for the instruction of any class, from the youngest upwards, should have an ordered idea of the system of French sounds and such a knowledge of living French idiom as implies a power to use it in actual class-work. Recitation is practically universal, but the quality of it varies greatly; its possibilities are not yet fully appreciated, and it is often regarded as merely another task, without much relation to the rest of the work. The testimony of our Inspectors is unanimous as to the supreme value of oral composition, when it is conscientiously and intelligently practised. Considerable difficulty seems to be experienced in choosing suitable reading-books. Some teachers are too prone to select works that are unduly hard, on the old-fashioned theory that it is an advantage to learn the maximum number of hard words with the minimum amount of reading. As a matter of fact, the very opposite is the case. And in any event there ought always to be at least one text written in the simplest style, which can be profitably employed as a basis for oral work and as a medium in which to study in concrete form the leading principles and characteristic phraseology of the language. The effect of proper oral drill upon written composition is far from being adequately realised. Still, there is a distinct advance even here. The book of hard English extracts is slowly disappearing. Teachers are becoming less reluctant to substitute for the style of Burke and Sydney Smith something direct and simple. The correction of written exercises, however, is often unsatisfactory; they should be set less frequently and supervised more vigilantly. At the same

Interchange of student teachers with France.

time the interest in the work is growing. The system of exchange with France, too, is developing satisfactorily, and promises to have highly useful results in two directions. On the one hand, Scottish pupils are deriving distinct benefit in the immediate present. On the other, the army of teachers is receiving a body of recruits who have undergone a very special form of training, and whose influence on future generations of pupils ought to be all for good.

Written Papers.

As regards the written papers, I subjoin some extracts from the Chief Examiner's report.

LOWER GRADE

Distinct advance in Lower Grade.

Free Composition.

"The revisers, with one partial exception, are agreed that in the Lower Grade there is a distinct advance on the performance of last year. The number of the 'very good'—that is, those who obtain three-quarters of full marks—has not increased, but the hopeless failures—that is, those who fall below one-quarter of the maximum—are much fewer. The average age of the candidates is higher, and there is not such a large presentation of candidates who, as their teachers should have known, are predestined to fail. This improvement is particularly noticeable in the Free Composition. The fairy story set this year did not perhaps give so much scope as usual for invention and originality of treatment. Yet the majority succeeded in telling it so that a Frenchman would have grasped the meaning, and this is the most convincing proof that the language has been studied to some effect.

Translation into French.

Prevailing defects.

"In the rendering of the set passage into French there was also some improvement, though not so marked as in the Free Composition. There were fewer solecisms and violations of the first grammatical concord. The prevailing defects, to which the attention of teachers should be directed, are as follows:—1. Ignorance of the conjugation of the commonest irregular verbs—*aller*, *venir*, *vivre*, *voir*. This does not imply that there should be more of formal grammar teaching, but simply that there should be more of conversational practice. These verbs should be used so frequently that the correct form becomes automatic, as in the native language. 2. In syntax, the confusion of *ce* and *il*, of *comme*, *comment* and *combien*, the indicative after a verb of wishing, and the use of a present where the more logical French requires the future. All these are such familiar stumbling blocks that the pupil's attention should be specially directed to them and correctness secured by systematic drill. 3. The common complaint of examiners as to limited vocabulary appears to me often over-charged, and the high pretensions of the Gouin method have not been, in my experience, justified by results. But in the passage set this year there was no word that a French infant of three would not have known, and such words as 'dress,' 'pair of shoes,' 'handkerchief,' 'corner,' should have occurred in class-room conversations, parts of the body and dress being obvious topics to begin with. 4. Blunders such as *un joli un*, *nous aurions le manger* ('we should have to feed it'), *je viens à un pis bout* ('I am coming to a worse end') will occur to the end of the chapter, and can only be eradicated by raising the general intelligence. Yet it is worth while pointing out that nearly all attempted a literal version of the last-quoted idiomatic English phrase, and also that only one in five hundred rendered 'Fluff' by *minet*, though scores must have met with the word in children's stories. Evidently the reader is not sufficiently used in teaching French composition.

Translation into English.

"The translation into English was fairly done by most, but very few gained extra marks for style. Most versions were painfully literal, often even when 'the letter killeth.' Thus, 'I have the honour to salute you' for 'I wish you good day.' Even in the early stages anglicized French should be banned and barred.

HIGHER GRADE

Marked improvement.

"Here, too, the majority of the revisers report a marked improvement. One, however, notes that many candidates ought never to have been submitted, and all are agreed that, though there were few absolute failure few attained high excellence.

Criticisms.

"Incidentally, it may be mentioned that in the story set for Free Composition many displayed a gross ignorance of some very elementary facts of natural history.

"To the set composition the criticisms passed on the Lower Grade apply in a modified degree. That very few knew the French for 'rheumatism' or 'lady author' I count a venial shortcoming, but such words as 'needle,' 'income,' 'fame,' 'to pay a call' should have been familiar to all, not to two-thirds or less. But I reckon it a far more serious blot that nine-tenths of the candidates should have begun their composition with '*Maintenant que je sais quelque chose de vous*' or its equivalent. It points to the 'evil wrought by want of thought.' Some other prevailing blunders may be pointed out: reflexive verbs conjugated with *avoir*; *un peu d'eux* (for *peu d'entre elles*); *ici se trouve* or *ci gît le secret* (for *voilà*); *travailler avec leurs aiguilles*; and *nom de plume*—the last a piece of journalistic English that it is hard to eradicate.

"The passage of French prose for translation presented no difficulties of vocabulary, and the general meaning was fairly interpreted by most. Only some five per cent. on a rough calculation made utter nonsense of it by such blunders as *un malaise général* 'a Maltese general,' or *un coche* 'a pig-stye.' On the other hand, such mistakes as 'a free head' for 'a clear brain,' 'I could not wish' for 'I cannot form a wish,' 'I have dark ideas of melancholy' (with a total disregard of commas), were too frequent; and hardly one gave correctly the idiomatic '*C'est comme cela que j'ai fait le tour du monde.*'

"The French poetry was a good instance of the difficulties concealed beneath what appears extreme simplicity. Thus not one candidate in ten had tried to realise the picture in the third line, or reflected that 'picking a quarrel' was not an appropriate term for birds. At least ten per cent. did not know the English of *canards*, and the majority failed to render *empressés*. On the other hand, a fair proportion saw that in the last couplet it is almost imperative to render the French adjectives by substantives.

HONOURS

Some improvement in Honours.

"In spite of the fewer entries the number of passes is slightly higher than last year.

French Composition and Essay.

The second paper.

"The reviser of the first paper (French Composition and Essay) speaks in the highest terms of the candidates' performance. 'Most of the essays were quite interesting to read, and several exhibited, not only originality of thought, but real cleverness in handling the language.' The *thèmes* were likewise satisfactory, though often marred by gross blunders. The reviser of the second paper is likewise satisfied with the work as a whole, but qualifies his approval. In the first passage set, a critique of Shakespeare, the failures were due quite as much to an ignorance of English literature as of the French language. The passage of French verse was better done than the prose, and a fair proportion showed genuine appreciation of the poetry. *Humer* and *hâles* are words of rare occurrence that I did not expect to be known, but there is no excuse for ignorance of such words as *bruyère* and *preux*. From the alternative questions set as riders on the translation five-sixths chose the one on prosody. Comments on the neglect of this branch of French study passed in previous years had evidently been taken to heart by teachers, and the main rules of French scansion were correctly given by the greater number. There was, however, a painful uniformity in the answers, showing that they had been got up from the same text book; and in their classification of French rhymes most candidates fell into the logical error of cross division. The few who attempted the first alternative did not get beyond an analysis of the poem, interspersed with notes of admiration, and a comparison with Victor Hugo or Wordsworth was the rare exception. On the philological question only one candidate gained a high mark. Literary criticism belongs to a later stage than school, but lessons on *la vie des mots* are both attractive to school-boys and profitable."

GERMAN

Continued decline in study of German.

It is much to be regretted that German can hardly be said to be holding its ground. At the same time it appears to be chiefly in the smaller schools that its popularity has diminished. The causes of the decline are obscure, but at least they are not peculiar to Scotland. Enquiry shows that in England the phenomenon is even more strikingly apparent. Whatever the ultimate explanation may be, it is not to be found in the way in which the subject is handled. The teachers who deal with it are almost all well qualified by continued study at home as well as by residence abroad. More modern methods of instruction are being gradually adopted everywhere; considerable progress has been made in the scientific treatment of pronunciation; and the oral facility of the pupils has improved. In a few of the best schools the pupils really work in a German atmosphere, and there the results are excellent.

The Chief Examiner sums up his impressions of the written papers in the following terms:—

General results satisfactory.

> "Whilst the general impression left on me by the written work in the several grades, so far as it has come under my personal observation, hardly enables me to record any very decided advance in any of them, I can at least honestly say that I am by no means dissatisfied with the general results of this year's examination. There are doubtless still not a few schools, too many in fact, in which either too little time is given to German, or the methods of instruction are too little advanced, to admit of their making anything like a respectable figure in a test of this kind; still, upon the whole, the results seem to me to afford ample evidence of careful and efficient teaching in the Scottish schools.

Some weaknesses in the Higher Grade.

> "The standard and general character of the papers will probably have been found much the same as those of last year, with the exception, perhaps, of the detached sentences in the Higher Grade paper, which were pitched somewhat higher than in former years. The result of this experiment, I must confess, has not been very encouraging, comparatively few of the candidates having come up to my expectations in their translation of these sentences. Whether, however, the discontinuance of the Honours Grade may not render a certain advance in this direction advisable, if not inevitable, remains to be seen. It scarcely requires to be stated that detached sentences such as those referred to serve a certain important object of their own; they are intended to test the candidate's power of idiomatically rendering common turns of speech such as the participial (or gerundial) constructions which form so prominent a feature of English prose style, and which, in connected translation, may often be avoided by a total change of construction. That an examination which is to test anything beyond a mere elementary knowledge of the German language is bound to take some account of such cardinal features of idiom can scarcely be doubted; and if, besides the ordinary purpose of a bare pass in a subject of general culture, the Higher Grade examination is to aim, as would seem desirable, at affording candidates an opportunity of showing a more thorough knowledge of the language, some questions of a more advanced nature will probably best serve that purpose.

Translation.

Free Composition.

> "The translations of the continuous passages were, on the whole, fairly well done both in the Lower and the Higher Grades; and still more so perhaps the free composition, except that not a few of the Higher Grade candidates went rather far astray from the given sketch, and often missed the real point of the anecdote. Nevertheless, both kinds of Free Composition seem to me admirably adapted for encouraging oral instruction.

Honours.

> "As regards the results of the Honours Grade, there is this year no occasion for violating the time-honoured rule of '*de mortuis nil nisi bonum*';

it certainly was very gratifying to me to see it make its exit with so satisfactory a record.

German Script.

"The German script seems to have been used by practically all the candidates—I certainly have not met with a single set of answers in which it was not employed. This surely is all the more satisfactory, as the quality of the writing, too, seemed to me, on the whole, to leave little to be desired."

SPANISH

Written papers unsatisfactory.

The seeds of interest in Spanish are very slow to fructify. The written papers sent in were, for the most part, exceedingly unsatisfactory in character. The Examiner reports that the translation into English was clumsy, and absurd renderings of simple Spanish words and idioms were common. The composition contained numerous grammatical errors, and betrayed the candidates' ignorance of Spanish constructions. Further, in the accentuation of the Spanish words great inaccuracy was shown. In brief, it was evident that the subject had not been treated in a sufficiently serious spirit, and consequently that the time devoted to it had been largely wasted. Whatever is done in school should be well done; if there is not time for doing a thing well, it should be left alone. It may be doubted whether the study of this language will make much headway in Scotland until its value for practical purposes becomes more generally appreciated.

GAELIC

Results highly satisfactory.

The success of the Gaelic portion of the Leaving Certificate Examination may now be regarded as well assured. The results this year are considered by the Chief Examiner to be highly satisfactory. The number of failures, it is true, is rather larger than on either of the two previous occasions. But that appears to be due to the fact that several candidates must have been encouraged to attempt the paper who were quite unfit to take it. As a matter of fact, the majority of those presented could have passed with credit an examination framed upon a considerably higher standard. The orthography continues to be the weak feature, but a perceptible improvement in this respect is noticeable this year. Dealing with this point, the Chief Examiner remarks:

"In many localities, notably in Lewis, where, upon the whole, the best work in other respects is found, a strong localism in pronouncing Gaelic is met with. Here, and also elsewhere, an apt word or a pure idiom or turn of phrase is written with fair regularity in a semi-phonetic form, but differing widely from the literary standard. It appears to me that this can be traced to the faulty training of the teacher, at least to some extent. Where such feature was found, the fault was less severely punished."

The following observations as to the districts from which the candidates were drawn are of considerable interest.

Distribution of candidates.

"The distribution of the candidates over the Gaelic-speaking area presents some anomalies. Lewis and Skye are well represented. Mainland Ross-shire, mainland Inverness, and Sutherlandshire are represented by two parishes each. There is not a candidate from the western seaboard from Gairloch to Strontian. In the Isles there is not a candidate from Gigha, Colonsay, Mull, Iona, Coll, Eigg, Canna, Rum, or Barra."

MATHEMATICS

Improved methods.

To judge from the reports of the visiting Inspectors, the artificial barriers that have so long separated the various branches of Mathematics are gradually breaking down, and methods of instruction are becoming correspondingly broadened and more varied. As a rule, the qualifications of the teachers are thoroughly satisfactory, and adequate time is given to the subject. In the best of the schools—and it is most gratifying to find that some of the smaller are included—methods and results are excellent; in a few it is not easy to see how they could be improved. Here and there some confusion exists between the different members of the staff who are engaged in mathematical instruction. There should always be a perfect understanding as to the general guiding principles to be followed by all. This can only be secured by the assistance of a carefully devised scheme of study, showing exactly the work that should be overtaken by each class in every year of the whole course. In no case should Arithmetic, Algebra, and Geometry be taught to the same pupils by entirely different masters; there could hardly be a more certain way of defeating the fundamental aim of all recent reform. Some common weaknesses may be briefly alluded to.

Geometry.

While teachers and pupils appear to be fairly settling down to the study of Geometry on the newer lines, the connection between the experimental and the demonstrative sides of the subject is not maintained with sufficient closeness. Some teachers seem unwilling to recognise that there is any connection at all, or to understand the end and purpose of the practical exercises with reference to the teaching of theory. The whole work should centre round these practical studies; and, in the earlier stages at least, the teacher, freeing himself from the trammels of any particular text-book, should aim through them at the origination and development of geometrical ideas. After from four to six months of experimental enquiry the pupil should have acquired a sufficiently accurate knowledge of fundamental conceptions to enable him to begin to employ the demonstrative method; and the deductive method of dealing with a given question should follow the inductive as closely as possible in point of time.

Algebra.

Algebra is generally commenced on proper lines, and is often closely related to Arithmetic, but it is too seldom linked in any way with the geometrical truths that are studied simultaneously; this remark applies to the more advanced classes also, as was plain from much of the work in the written papers. Misunderstanding is frequent as to the point in the course of study at which graphs may be taken up with advantage. At present they are apt to come in too late for that fuller treatment which would give them a higher educational value. In this connection it is satisfactory to learn that there is now a more intelligent understanding of equations of all kinds by the pupils. The graph is generally, however, somewhat scrappy and unfinished; it is seldom left in a state in which one could refer to it for exact information. A fear has been expressed in several quarters that

Arithmetic. the study of Arithmetic may tend to fall into disuse after the attainment of the Intermediate Certificate. As a matter of fact, some branches of the subject, such as Stocks and Investments of various kinds, are of such a highly specialized character that they ought not to be forced upon the ordinary pupil. On the other hand, a short and thorough revision of the principal methods should be undertaken at the beginning of the secondary course; in particular, decimal fractions and the best ways of dealing with problems in proportion should be very carefully considered.

The written work. The Chief Examiner in Mathematics has furnished the following report upon the results of the written papers. As usual, it will be found to illustrate very aptly the criticisms of the visiting Inspectors:—

General remarks. "The results of this year's examination may be pronounced satisfactory as regards the mathematical papers. Taken all over, it is clear that the general character of the instruction given in the schools is intelligent and careful, and that the scholars give thought and attention to the subject. The most noteworthy point is the gradual improvement which goes on from year to year in the style in which the work is written out, and there can be no doubt that the improvement in style is accompanied by an improvement in the quality of the work. Of late years there has been special advance in the accuracy and neatness of the graphical work, which as a whole is distinctly creditable to the schools. It is also clear that the changes recently made in the examination syllabus have resulted in improved methods of teaching and a breaking down of the partition which formerly appeared to exist between theory and practice. There is of course still much to be done. In all the mathematical papers more use might be made of squared paper to facilitate the drawing of diagrams and calculations therefrom. There are still one or two schools where the detailed calculations are not written in their proper place as part of the answer, but are put down in an untidy mass at the side or bottom of the page with, as the consequence, inaccurate results and a loss of marks due to such neglect of the instructions."

LOWER GRADE

Work satisfactory. "I.—The standard of the paper was well suited to the attainments of the majority of the candidates. The average character of the work was quite up to the standard of previous years, while the number of papers containing really bad work was comparatively small. Drawings and measurements were generally neat and careful, but more use might have been made of the square-ruled paper. Modern methods of teaching have clearly been largely employed, with, in general, satisfactory results. In some cases, however, candidates were inclined to dispense with geometrical proofs, apparently supposing that a result, tested by measurement in one case, was a sufficient proof that the same result held good in all similar cases. Many appeared not to understand that the second part of a geometrical question can in most cases be solved by a simple application of the theorem proved in the first part, and even when told to *deduce* a certain result, many candidates attempted an independent proof of that result.

Modern methods of teaching.

Work good. "II.—As a whole, the work was good, showing a grasp of the elementary algebraic processes, and also neatness and accuracy in applying them to examples. Instruction in the method of representing equations graphically appears now to be universally given with very gratifying results. Comparatively few, however, were able to form the equation corresponding to a given straight line. The solution of quadratic equations by means of factors, where that method is applicable, is well understood. Unfortunately in some schools beginners are still encouraged to attempt solution by formula, although this method depends on memory rather than intelligence, and, at this stage, leads nearly always to failure. Problems leading to

Some weaknesses.

equations, and one involving the use of algebraical symbols in arithmetical calculations, were only occasionally well done.

Work, as a rule, good.

Metric system.

"III.—In this paper many candidates gained a high percentage of the maximum marks, and the work was, as a rule, written out in good style. The metric system seemed well understood as regards its application to length and weight, but few are able to apply it to square and cubic measure, in spite of the simplicity of the calculations. Thus many who can write down that 1728 cubic inches make one cubic foot, are quite unable to discover how many cubic centimetres there are in a cubic metre. In some schools scholars do not understand what is meant by a 'prime number,' in some they are unable to write down an answer correct to the nearest unit.

HIGHER GRADE

Improvement on former years.

Some weaknesses.

"I.—The work in this paper was very fair, and showed progressive improvement on former years as regards writing, arrangement, and diagrams. More care should, however, be given to the writing of the letters which represent points in the figures, as in many cases examiners have difficulty in knowing which of two or more similarly formed letters is intended. In some cases figures were drawn too small, and full use was not made of the square-ruled paper. Some candidates had, apparently, not yet been provided with decimally-divided scales as required by the instructions. In many cases the value of a well-drawn figure was greatly diminished by failure to specify the steps taken in its construction. Some candidates appeared to think that a well-drawn figure served all the purposes of a geometrical proof.

Excellence of graphic work.

"II.—The answers were generally written out neatly and carefully, while the graphic work deserves special praise. Many candidates, however, disregarding the instructions, unnecessarily adopted different units for vertical and horizontal measurements. The rule as to the number of questions to be answered was far better followed than in former years.

Work, as a whole, satisfactory.

The work was generally satisfactory, but the first question, which was purely arithmetical, was not well answered, very few candidates perceiving that the best method of treatment was the reduction of each fraction to a decimal before attempting to add them together.

Work satisfactory.

A weak point.

Diagrams.

"III.—As a whole, the work in this paper was satisfactory, both in style and in grasp of principle, giving evidence of careful preparation and of such familiarity with the use of instruments and mathematical tables as proved that the training had been sound and practical. One weak point, however, was the definition of a cosine, often given without a figure, and without any explanation of the convention regarding the signs of lines necessary for the case when the angle is greater than the right angle. Diagrams were generally excellent, although sometimes on too small a scale, but were often unaccompanied by a proper statement of the steps of the construction, which is, of course, as necessary in trigonometry as it is in geometry. Many candidates did not understand the meaning of finding a result correct to a certain number of decimal figures, or the relation between four place values and five place values of the same quantities.

HONOURS

Work fair.

Some faults.

"*Geometry.*—The work may be said to have reached a fair standard. Most candidates evinced an excellent grasp of the properties of the nine points circle and the radical axis, but some weakness was shown regarding similar figures and inversion. In some cases proofs were unsuccessful through weakness in elementary geometry. Although the majority of the diagrams were careful and accurate, yet some candidates drew very inaccurate figures, and were, in consequence, led astray. A serious fault, which occasionally presented itself, was the statement that the results had been proved, when this was not the case. Other candidates, instead of proving them, stated that they could easily be proved. Some weakness was shown as to knowledge of the meaning of the mathematical terms employed in the questions.

"*Algebra.*—The questions on the binomial theorem, on the identity of logarithmic series and on the products of binomial expressions involving squares, were generally well answered, but a good deal of weakness was

Some weaknesses.

shown in algebraical simplifications and in the explanation and interpretation of complex numbers. Some of the questions were seldom attempted successfully. In the case of some candidates there was evidence that advanced work had been learned without being properly understood by those who were not sufficiently familiar with elementary principles.

Work satisfactory.

Graphs.

"*Trigonometry and Logarithms.*—The quality of the work was generally satisfactory, and most of the candidates showed that they had received good and careful preparation up to the required standard. The graphs, however, were seldom plotted with sufficient accuracy. There was also, as so often happens in this subject, an unfortunate tendency to manipulate the work so as to make it appear as if a known result had been properly obtained, although such mistakes had been made that the candidate must have known this was not the case. The dishonourable nature of such artifices should be impressed on all candidates.

ADDITIONAL SUBJECTS

Distinct improvement.

"*Elements of Dynamics.*—The work in this subject shows distinct improvement, the proportion of unprepared candidates being much smaller than used to be the case. Weakness was, however, apparent in the explanation of relative velocity and the enunciation of the parallelogram of forces. On the other hand, examples involving these ideas were often correctly worked out, and questions on hydrostatics were well answered. A beginning has been made in graphic work, but candidates require to be trained to draw their diagrams on a larger scale and to state on their diagrams the units adopted for both vertical and horizontal measurements.

Work satisfactory.

"*Geometrical Conics.*—The candidates showed satisfactory knowledge of bookwork and power of solving riders. The diagrams were generally good, and in some cases excellent. The chief fault was the tendency to write down steps of the proofs without giving any clue to the basis on which each assumption rested.

Work very good.

"*Analytical Geometry.*—In one or two schools the work appeared to indicate undue rapidity of instruction, but in most cases it was very good, and the diagrams often deserved high praise. In some cases they were even unnecessarily elaborate, but, as in other subjects, their value was frequently marred by the omission of a proper statement of the steps taken in their construction.

Work not quite satisfactory.

"*Higher Dynamics.*—On the whole the candidates were hardly up to the level of this paper, although some did well in answering the question on projectiles and that on Boyle's law. The proof of the theorem on uniform circular motion was generally given with the help of the hodograph, but it was not always clear that the candidates understood what a hodograph is. More attention should apparently be given to graphical methods in statical problems."

SCIENCE

Progress satisfactory.

Instruction in Experimental Science continues to make headway steadily. Our Inspectors report that progress is generally satisfactory, and that a good spirit pervades the instruction. A defect at which I hinted last year has recently been brought into more decided prominence in connection with the consideration of the various Intermediate Curricula submitted to us for approval. The schemes of study proposed often show a tendency to attempt a larger volume of work than could be overtaken satisfactorily in the time allotted to the subject. This is a fault which, as I said a year ago, experience may be trusted to remedy. In many schools fairly satisfactory courses have been evolved in the earlier stages of Physics and Chemistry, but the more advanced stages of these subjects are more difficult to treat along inductive lines, and the difficulty

Too much attempted in schemes of study.

to be overcome is still greater in dealing with the subjects that may be described as organic. While teaching is usually effective, care must continue to be taken in some quarters to prevent the laboratory operations of the pupils becoming a series of isolated experiments instead of consecutive studies, properly cemented together by frequent discussion of principles. One of our Inspectors lays stress on the marked improvement that has been effected lately in the note-books of the pupils. He adds—

> "It is of real consequence to the general education of the boys and girls that their notes should be written as well as if the lesson were one in Writing, the composition as closely studied as if in an ordinary English class, the calculations set forth in the same good shape as is required by the teacher of Mathematics, and the diagrams of apparatus and plant dissections drawn as if done under the eye of the Art Master."

Connection between Science Instruction and other subjects.

The close interconnection that ought to subsist between the Mathematical and the Science Instruction is being fairly well maintained. Its importance cannot be too strongly insisted upon. It is also worth while pointing out that in schools where workshops have been established and where Manual Instruction is given to the pupils, a very effective correlation between Science and Manual Work is possible. In a number of cases this has been established, and boys have constructed pieces of apparatus in the workshop which they have afterwards used in connection with their experimental work in the Science laboratory. Further developments in this direction might well be encouraged. Again, in the laboratory pupils should endeavour to get out of their instruments the utmost accuracy of which each instrument admits. From the very beginning the idea of fractional error should be firmly grasped; the probable fractional error should be estimated before the experiment begins.

Increase in presentations for Intermediate and Leaving Certificates.

The Chief Examiner reports a very large increase in the number of candidates presented at the examination for Intermediate and Leaving Certificates. This is largely due to the working of the new regulations, under which all pupils are normally put forward for approval of their work at the end of the third year of their Intermediate Course. The quality of these candidates was found to vary considerably; but on the whole it was satisfactory, and no doubt it will improve as the teachers gain fresh knowledge of sound methods. The work of those pupils who appeared for examination on the higher standard was again good. And it is exceedingly satisfactory to know that in more than fifty per cent. of the schools the examiners were able to accept the teacher's list without change or modification of any kind. This is a sure sign of the growth of that mutual confidence which is essential to any really healthy system of examination.

DRAWING

The valuable report by the Chief Examiner in Drawing, which I printed *verbatim* a year ago, renders it unnecessary to refer again in detail to the general principles by which the teaching of the subject should be regulated. All the more is this the case

Memorandum on Drawing.

in view of the recently published Memorandum, which may be expected to find its way into the hands of all who are interested. It appears that in many of the better Higher Grade and Secondary Schools, the Drawing Instruction is now carried on in commodious and well-equipped Art-rooms, furnished with convenient, easily-moved, single desks, well-provided with carefully selected objects of good form and colour suitable for harmonious arrangement and representation, and possessing in addition abundant facilities for growing and obtaining examples for Nature Study and Drawing. But in not a few of the smaller schools, and even in some of the larger ones, the position of affairs is much less satisfactory. In some cases the attention of Managers has been specifically drawn to obvious deficiencies, while it is to be hoped that in others due note will be made of this general warning.

Equipment in Schools.

Increased presentations

As in Science, so in Drawing, the number of presentations at the annual Examination was very largely augmented owing to the operation of the new regulations regarding the Intermediate Certificate. After allowing for this change, the Chief Examiner is of opinion that the work done by the candidates more than holds its own in quality, purpose and amount, when compared with the output of any former year. At this Examination the actual test is not allowed to bulk very largely in determining the merits of the pupils' work. But it affords a useful opportunity for seeing how they attack a definite problem, for suggesting and illustrating improved methods of working, and for indicating fresh avenues of study. The real basis of the award is the character of each pupil's work throughout his course. The Department is in cordial agreement with one of our most experienced Examiners in Drawing, who thus describes the ideal which he endeavours to keep before him:

> "The examination day should be the opportunity for intercourse, for encouragement, for sympathy, and for approbation. And the more the teacher is made to feel his co-judgeship, the more he is got to realise his share in the judgment and the weight his verdict has with the examiners; in other words, the more he is made to believe that his finding is the finding of the court, the better it will be for his work individually and for the general health and progress of the subject. Faults should be dealt with generously, virtues made the most of, narrowed visions enlarged, and good hints gathered in the course of the work should be imparted by the Inspectors when it seems desirable that this should be done."

Institution of a pass on higher standard.

I have only to add that a development of considerable importance is in view for the immediate future. The type of work and the standard of attainment necessary for what has hitherto been known as "a pass in Drawing for the Leaving Certificate" are now fairly definite and well understood. Beyond this stage the instruction has naturally been conducted on somewhat less clearly marked lines. Candidates have been presented for "endorsement," sometimes after two years of additional tuition, sometimes after less than one, and on the strength of programmes of work varying greatly both in kind and in amount. The moment would seem to have come for the institution of a pass in Drawing on the higher standard. This will be open to pupils, who, after gaining the Intermediate Certificate, have gone through a properly mapped out and approved course extending over two years beyond the Intermediate stage. Proposals are now invited from schools for consideration. We shall be quite prepared to sanction individual schemes that vary considerably from one another in matters of detail, but it will be expected that a unity of æsthetic purpose shall pervade them all, and that a reasonably high level of achievement is contemplated throughout.

COMMERCIAL SUBJECTS

Commercial French

Results again disappointing.

It has already been indicated that the study of specially Commercial Subjects is on anything but a satisfactory footing in our schools. This year there were no candidates in Commercial German. A few, however—chiefly aspirants for the Commercial Certificate—took the paper in Commercial French. It was not well done. The translation into English, both of the letter and of the market-report, was rather better than in previous years, a more idiomatic English rendering of the French commercial terms being given. On the other hand, the letter written in French was defective; in addition to numerous grammatical errors, the expressions used by several of the candidates were altogether inappropriate to the letter in question—"We take the liberty of writing you," "Thanking you in advance," etc., etc. It is particularly worthy of notice that none of the candidates were able to give the meaning of the ordinary English commercial terms they were asked to explain.

Book-keeping and Commercial Arithmetic

New condition as to presentation for Examination.

The new condition as to presentation which came into force this year has naturally had a considerable effect in reducing the number of candidates. No pupil may now take these papers unless he has already obtained the Intermediate Certificate, or has at all events secured a pass in Lower Grade Mathematics. As might be expected, the average level of attainment shows a marked tendency to rise. The Examiner in Book-keeping reports in the following terms:—

Level of attainment rising.

> "This year's examination paper was framed so as to test knowledge of the various steps of Book-keeping independently of each other. The results were on the whole fair. The entries in the Cash Book were well made; the easy parts of the Profit and Loss Account and of the Balance Sheet were well done; but considerable weakness was shown in dealing with a purchaser's capital and in answering the question on outstanding discounts. There was often a lack of ingenuity both in the manner of working out the answers and in the statement of them. The style was somewhat disappointing, entries not being so neat and clear as they should have been. Writing and ruling were not more than fair."

Note for 1908

It should be noted that in 1908 candidates may be required to do their own ruling in the Book-keeping paper.

As regards Commercial Arithmetic the Examiner says:—

Fair work in first paper.

> "In the first paper the work was of fair quality, good answers being generally given to questions involving mental calculation, including those

which required a knowledge of the metric system; on the other hand there were often mistakes in the simple addition of money columns. In the second paper the candidates showed a good grasp of the principles of the subject, mistakes being due less to ignorance of arithmetic than to careless calculation or a misunderstanding of the meaning of the question. Thus in finding the cost of a Bill of Exchange on Berlin, several candidates only worked out the sum to be paid for stamps and commission and omitted the value of the sum which had to be transmitted. On the other hand a question on the relative dearness of goods at a franc per metre in France and 8d. a yard in England was well answered by means of a very considerable variety of methods."

Good work in second paper.

PHYSICAL TRAINING

Value of school games and sports.

A warning.

Aims of Physical Training.

In Secondary Schools generally the pupils receive a considerable part of their physical education in the form of school games and sports. If properly supervised and arranged, such training may be very valuable. But care must be taken to prevent undue exertion, especially in the case of girls. From a report received from our Inspector of Physical Training, I gather that this warning is by no means unneeded. The same report supplies a mass of useful information with regard to the present position of this important subject in Scotland. The difficulties in the way are great. Not the least of them is due to the present unsettled state of expert opinion as to the relative merits of rival systems. But one or two points stand out conspicuously. As yet the true aims of Physical Education have not been sufficiently considered. Except in those schools which have secured the services of specially trained instructors, the absence of any scheme to cover the whole school course, and to meet the varying requirements of classes of all ages, is very noticeable. Few Headmasters realise that any school system of Physical Training must be looked upon as largely corrective, and that it should be expected to have a powerful and beneficial effect on the pupils' mental activity, alertness, and capacity for concentration. It falls to be noted that, as a rule, the schools where the most systematic and successful action has been taken, are schools for girls. Let me append a few sentences from the Inspector's report.

> "It is important for school purposes to remember that the mere formation of muscle does not necessarily secure good health and fitness, but may have rather the opposite effect, especially during the years of most rapid growth in mind and body, that is, between the ages of twelve and eighteen, which most secondary school courses cover. In the aimless development of masses of muscle many young people have permanently injured their health and have little power of endurance or of resisting fatigue. Heavy dumb-bell work and exercises on apparatus, requiring great effort and strain, cannot be good for the younger classes. It is now generally admitted that very heavy gymnastic work has a deadening effect on the mind."

Reference to Tables.

In accordance with the usual custom, Statistical Tables are appended to this Report, providing a concise view of the manner in which the various funds available for the support of Higher Education have been administered during the past year.

In 1908 the Written Examination will commence on Tuesday, April 7th, when certain changes will also be introduced in the arrangement of the printed papers. Due intimation of these has already been given. It may be well to add that, in determining the results, special allowance will be made for the fact that the normal interval will not have elapsed since the examination of 1907.

Change in date of Examination.

Special allowance to be made.

In conclusion, I should like to say that the question of instituting an Examination in Music is now under consideration. No definite steps will be taken until school authorities have been consulted as to the feasibility of the proposal. In the event of its being proceeded with, the precedent established in the case of Science and Drawing will be carefully followed. The schools will submit curricula for approval, and the main element determining success or failure will be the character of the work performed by the pupils during the whole period of instruction.

Proposal to institute Examination in Music.

I have the honour to be, &c.,

J. STRUTHERS

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

TABLES.

1905-

Statements of Income, Expenditure, and Liabilities of Secondary Schools sharing in School

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	—	84 8 4	—	2,918 2 4
2	Aberdeen Grammar School	—	419 15 10	164 0 0	2,314 13 1
3	Arbroath High School	—	75 0 0	290 0 0	790 4 7
4	Ayr Academy	—	95 0 0	72 17 4	2,073 9 2
5	Brechin High School	85 10 10	30 0 0	—	883 16 5
6	Callander, McLaren High School	—	—	400 0 0	—
7	Dumfries Academy	—	140 0 0	119 18 5	1,863 15 3
8	Dunfermline High School	745 19 5	130 16 8	—	1,073 10 6
9	Duns, Berwickshire High School	72 9 4	—	—	232 14 5
10	Edinburgh, Royal High School	—	674 5 1	17 12 6	2,065 16 8
11	Elgin Academy	182 17 5	130 12 6	25 4 3	415 12 7
12	Falkirk High School	207 6 7	—	100 0 0	339 17 1
13	Forfar Academy	94 17 11	200 0 0	169 17 10	267 12 6
14	Galashiels Academy	88 9 3	—	—	281 5 4
15	Glasgow High School	—	570 0 0	—	5,705 4 6
16	Glasgow High School for Girls	—	—	—	4,887 9 10
17	Govan, Hillhead School	—	—	—	783 9 5
18	Greenock Academy	687 18 7	145 0 0	43 8 4	2,193 11 6
19	Haddington, Knox Institute	30 0 9	42 15 0	80 0 0	440 3 3
20	Hamilton Academy	107 18 9	—	—	1,310 19 4
21	Irvine Royal Academy	36 10 1	115 0 0	—	1,295 13 7
22	Kelso High School	—	—	—	410 5 6
23	Kirkcaldy High School	385 9 5	114 0 0	215 13 0	684 15 11
24	Kirkcudbright Academy	—	224 9 2	200 0 0	240 11 9
25	Linlithgow Academy	6 12 2	—	54 7 8	343 18 3
26	Montrose Academy	117 0 2	180 0 0	67 5 6	962 2 0
27	North Berwick High School	52 4 2	—	—	110 15 0
28	Paisley Grammar School	1,605 9 3	60 0 0	49 17 6	1,710 0 5
29	Peebles High School	5 12 7	100 0 0	—	171 0 2
30	Perth Academy	—	271 14 0	151 12 6	2,504 12 2
31	Stirling High School	963 2 10	226 17 4	483 15 4	1,832 12 2
32	Stranraer High School	*307 8 2	145 0 0	—	379 8 9
	Carried forward . .	5,782 17 8	4,174 13 11	2,705 10 2	40,980 3 11

* The balance in the previous return was incorrectly given by Managers as £307 9s. 0d.

1906.

the Grant under the Minute of 27th April, 1899, in respect of the last Financial or Year.

OME.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	*1,500 0 0	220 15 4	1,735 8 6	550 0 0	—	508 8 0	8,017 2 6	1
500 0 0	*1,500 0 0	384 11 4	2,686 17 8	6,500 0 0	—	84 7 3	14,554 5 2	2
250 0 0	*1,500 0 0	821 12 3	705 6 3	—	—	—	3,932 8 1	3
692 9 0	*1,400 0 0	—	984 16 4	—	—	224 15 4	5,543 7 2	4
250 0 0	*1,100 0 0	151 6 3	380 0 0	—	—	40 0 0	2,420 13 9	5
141 8 8	*750 0 0	113 16 6	124 11 8	—	- 9 8	—	1,530 5 8	6
1,169 1 4	*1,500 0 0	226 0 3	814 7 10	—	—	15 7 6	5,848 10 7	7
360 0 0	*1,400 0 0	756 9 8	100 0 0	—	—	112 13 6	4,679 9 9	8
900 0 0	*750 0 0	102 14 0	—	—	—	10 3 8	2,068 1 5	9
850 0 0	600 0 0	48 8 3	3,566 14 3	—	—	—	7,822 16 9	10
285 0 0	*1,250 0 0	125 9 1	435 0 3	—	- 6 2	6 17 6	2,856 19 9	11
50 0 0	750 0 0	433 15 4	1,065 3 3	—	—	3 13 5	2,949 15 8	12
250 0 0	500 0 0	458 7 9	186 17 8	—	2 8 11	—	2,130 2 7	13
225 16 0	*750 0 0	—	103 14 0	—	—	1 8 6	1,450 13 1	14
1,600 0 0	750 0 0	77 11 0	4,443 18 10	—	—	2 16 3	13,149 10 7	15
880 0 0	600 0 0	16 7 6	2,810 7 2	—	—	50 0 0	9,244 4 6	16
641 15 0	*1,450 0 0	61 3 6	1,119 11 3	—	—	—	4,054 19 2	17
650 0 0	*1,250 0 0	303 17 2	980 0 0	—	—	—	6,253 15 7	18
100 0 0	*800 0 0	96 7 11	235 18 8	—	—	16 10 0	1,841 15 7	19
650 0 0	750 0 0	503 0 6	571 1 10	—	—	100 0 0	3,993 0 5	20
246 16 11	1,500 0 0	425 16 2	734 6 9	—	8 9 7	—	4,362 13 1	21
524 15 4	*750 0 0	11 3 9	92 15 4	—	—	1 4 3	1,790 4 2	22
299 16 3	*1,150 0 0	202 7 8	564 4 6	-	4 17 8	‡3,295 1 6	6,916 5 11	23
260 0 0	350 0 0	98 14 7	63 9 4	—	—	—	1,437 4 10	24
387 14 8	550 0 0	200 19 10	436 15 3	—	—	55 16 2	2,036 4 0	25
270 0 0	750 0 0	650 6 0	667 15 10	1,250 0 0	—	189 0 0	5,108 9 6	26
272 11 6	*750 0 0	138 17 9	391 11 7	—	—	—	1,716 0 0	27
—	*1,500 0 0	521 10 7	1,605 12 11	—	47 7 11	—	7,099 18 10	28
499 5 8	400 0 0	167 18 0	336 7 1	—	4 8 4	5 13 10	1,690 5 8	29
455 0 0	750 0 0	941 11 9	1,177 0 1	—	—	188 3 0	6,439 13 6	30
50 0 0	*1,500 0 0	664 3 2	474 17 5	—	14 17 2	314 15 5	6,525 0 10	31
215 0 0	*750 0 0	74 8 0	†180 0 0	—	—	—	2,051 4 11	32
14,426 9 11	31,550 0 0	8,499 10 10	29,774 11 6	8,300 0 0	83 5 0	5,226 15 1	151,509 18 0	

* These sums represent grants in respect of two years.
† This sum represents contributions from six parishes.
‡ Includes £3,223 0s. 6d. received from Insurance Company for damage caused by fire at High School.

No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College ..	—	—	27 9 11	4,096 17 3
34	Anstruther, Waid Academy	132 18 11	—	310 5 5	294 14 6
35	Beith, Spier's School	394 6 8	—	1,104 15 10	405 6 0
36	Crieff, Morrison's Academy	*430 8 9	—	1,177 5 4	1,379 0 0
37	Cupar, Bell Baxter School	†129 10 0	—	491 12 8	651 9 6
38	Dollar Institution	—	—	1,529 0 4	1,867 12 6
39	Dundee High School	—	500 0 0	1,192 11 2	3,175 19 4
40	Edinburgh, Daniel Stewart's College ..	—	—	3,939 14 11	2,837 1 0
41	Edinburgh, George Watson's Boys' College	—	—	6,368 3 4	8,064 10 0
42	Edinburgh, George Watson's Ladies' College	—	—	3,965 18 11	7,047 13 9
43	Edinburgh Ladies' College	—	—	4,241 17 2	7,645 10 9
44	Glasgow, Allan Glen's School	500 3 11	—	850 0 0	2,209 1 0
45	Glasgow, Hutchesons' Boys' Grammar School	—	—	3,546 6 9	502 19 6
46	Glasgow, Hutchesons' Girls' Grammar School	3,129 18 9	—	3,546 6 10	1,040 7 3
47	Glasgow, St. Aloysius College	—	—	—	693 14 4
48	Inverness Royal Academy	—	—	729 0 1	1,215 16 6
49	Nairn, Rose's Academical Institution ..	121 2 11	—	66 2 7	177 7 8
50	Newton Stewart, Douglas and Ewart High Schools.	—	125 0 0	708 8 10	378 7 5
51	Perth, Sharp's Institution	—	50 0 0	502 19 0	447 0 0
52	St. Andrews Madras College	—	—	791 5 4	1,000 5 9
53	Selkirk High School	‡185 3 2	—	191 10 9	90 14 0
54	Stonehaven, Mackie Academy	750 10 8	—	245 9 5	580 14 3
55	Tain Royal Academy	719 1 11	25 0 0	331 11 1	360 10 10
	Total .	6,493 5 8	700 0 0	35,857 15 8	46,162 13 1
	Brought forward from previous page ..	5,782 17 8	4,174 13 11	2,705 10 2	40,986 3 11
	GRAND TOTAL	12,276 3 4	4,874 13 11	38,563 5 10	87,148 17 0

* This includes £400 from Building Fund Account.
† This includes £29 3s. 4d in respect of Continuation Classes.
‡ This includes £31 5s. 11d. from Building Fund Account.

OME.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department, under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	750 0 0	2,275 0 0	—	—	—	—	7,649 7 2	33
260 0 0	350 0 0	164 9 8	—	—	2 16 4	—	1,515 4 10	34
60 0 0	350 0 0	—	—	—	—	—	2,314 8 6	35
274 0 0	450 0 0	—	—	—	—	—	3,710 14 1	36
260 0 0	350 0 0	119 1 9	—	—	4 14 0	73 0 0	2,079 7 11	37
145 0 0	750 0 0	743 17 1	—	—	—	208 11 6	5,244 1 5	38
947 7 0	750 0 0	497 19 11	—	—	1 11 3	298 19 9	7,364 8 5	39
200 0 0	600 0 0	—	—	—	—	—	7,576 15 11	40
200 0 0	750 0 0	246 14 9	—	—	—	—	15,629 8 1	41
350 0 0	750 0 0	98 19 10	—	—	—	—	12,212 12 6	42
650 0 0	750 0 0	143 8 4	—	—	—	—	13,480 16 3	43
600 0 0	750 0 0	2,679 2 5	—	—	—	28 0 0	7,616 7 4	44
300 0 0	550 0 0	—	—	—	16 13 3	—	4,915 19 6	45
300 0 0	650 0 0	—	—	—	16 13 8	—	3,683 6 1	46
329 2 6	400 0 0	147 0 6	—	—	—	534 11 3	2,104 8 7	47
—	500 0 0	257 18 10	—	—	—	—	2,702 15 5	48
—	350 0 0	81 6 6	—	—	—	255 5 3	1,001 4 11	49
190 0 0	450 0 0	236 16 5	—	—	—	—	2,078 12 8	50
253 0 0	450 0 0	662 10 10	—	—	—	—	2,365 9 10	51
260 0 0	400 0 0	118 9 10	—	—	—	—	2,570 0 11	52
113 2 8	350 0 0	111 11 6	—	—	—	1 6 0	1,043 8 1	53
360 0 0	400 0 0	212 0 9	—	—	15 7 10	36 17 0	2,600 19 11	54
115 0 0	400 0 0	171 14 7	—	—	—	—	2,122 18 5	55
6,666 12 2	12,250 0 0	8,908 3 6	—	—	57 15 11	1,436 10 9	118,532 16 9	
14,426 9 11	31,550 0 0	8,499 10 10	29,774 11 6	8,300 0 0	83 5 0	5,226 15 1	151,509 18 0	
21.093 2 1	43,800 0 0	17,407 14 4	29,774 11 6	8,300 0 0	141 0 11	6,663 5 10	270,042 14 9	

TABLE I.

No.	Name of School. (*Under the Management of School Boards.*)	EXPEND																				
		Balance (if overdrawn).			Salaries of Teachers.			Enlargement of School Buildings.			Books, Apparatus and Stationery.			Fuel, Light and Cleaning.			Replacement of Furniture, and Repairs to Buildings and Furniture.			Interest on Loans.		
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1	Aberdeen Girls' High School	979	19	6	4,402	10	0	184	19	8	100	16	8	486	12	5	158	7	4	722	12	4
2	Aberdeen Grammar School ..	2,039	5	8	5,091	10	9	5,321	7	4	184	6	1	319	6	8	273	8	4	336	10	1
3	Arbroath High School ..	349	17	2	1,912	17	8	—			61	10	7	95	18	4	12	3	6	319	15	0
4	Ayr Academy	646	17	11	3,328	9	6	—			184	9	6	134	18	11	460	14	1	141	3	0
5	Brechin High School ..	—			1,361	5	0	—			90	3	11	48	0	6	155	18	0	97	2	10
6	Callander, McLaren High School	52	7	10	697	5	10	20	0	0	37	5	0	45	4	1	22	15	5	62	13	9
7	Dumfries Academy ..	809	5	9	3,518	0	11	—			66	14	6	172	13	4	105	18	10	458	7	10
8	Dunfermline High School ..	—			2,440	6	4	—			220	10	11	412	12	11	68	15	3	—		
9	Duns, Berwickshire High School	—			1,067	9	8	—			118	10	3	68	16	7	55	3	0	—		
10	Edinburgh Royal High School	—			5,878	0	3	—			110	10	10	264	12	9	179	1	11	233	4	11
11	Elgin Academy	—			1,450	17	0	—			58	8	9	93	18	1	33	3	7	145	1	5
12	Falkirk High School ..	—			2,026	16	0	—			111	15	2	126	12	2	57	16	9	413	11	10
13	Forfar Academy	—			1,348	17	3	—			49	15	1	75	6	4	29	19	11	46	17	9
14	Galashiels Academy ..	—			761	14	8	—			40	10	4	82	16	1	13	2	3	5	3	6
15	Glasgow High School ..	—			9,018	14	8	—			152	5	2	461	18	9	544	0	2	1,120	7	0
16	Glasgow High School for Girls	—			6,053	8	8	—			96	4	8	392	11	8	748	12	3	783	16	0
17	Govan, Hillhead School ..	—			2,976	18	0	360	0	0	72	12	2	88	0	0	40	0	0	147	0	0
18	Greenock Academy ..	—			3,504	18	3	—			92	13	4	166	2	11	104	1	1	202	0	10
19	Haddington, Knox Institute	—			978	6	8	—			90	17	1	94	2	0	136	7	6	68	13	6
20	Hamilton Academy ..	—			3,186	2	5	—			149	18	2	316	6	7	18	0	6	17	15	10
21	Irvine Royal Academy ..	—			1,940	0	0	—			64	1	9	104	17	2	241	18	6	456	3	9
22	Kelso High School .	71	19	4	1,287	19	11	—			42	10	7	55	14	6	19	6	11	38	9	4
23	Kirkcaldy High School ..	—			1,814	10	5	*1,263	1	6	195	9	8	291	11	3	130	9	0	—		
24	Kirkcudbright Academy ..	—			1,195	18	3	—			24	8	2	37	8	7	13	14	10	51	17	5
25	Linlithgow Academy ..	—			1,218	11	2	7	0	0	127	14	8	125	7	4	11	18	8	245	9	2
26	Montrose Academy ..	—			2,397	14	8	1,288	2	1	321	10	11	173	17	10	191	14	3	200	13	2
27	North Berwick High School	—			743	13	3	9	6	3	15	4	4	53	4	3	27	9	2	120	10	8
28	Paisley Grammar School ..	—			3,755	0	4	382	1	5	55	19	6	375	6	10	100	19	9	456	5	5
29	Peebles High School ..	—			1,141	8	4	—			30	17	5	156	3	11	10	9	9	153	17	3
30	Perth Academy	1,426	10	11	4,331	14	7	—			200	8	5	278	11	11	235	8	3	234	8	6
31	Stirling High School ..	—			3,522	1	9	—			162	1	6	249	4	4	209	19	5	105	2	6
32	Stranraer High School ..	—			1,027	19	8	—			87	13	4	39	11	4	17	9	5	—		
	Carried forward ..	6,376	4	1	85,370	16	10	8,785	17	10	3,417	13	5	5,836	5	4	4,428	7	7	7,384	14	7

* For reconstruction of School Buildings damaged by fire.

—Continued.

ITURE.						BALANCE.				
Repayment of Loans.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
494 10 0	178 7 1	1 10 0	59 7 6	112 0 9	7,881 12 10	135 9 8	—	1 5	3,094	1
320 2 2	170 2 2	6 15 8	49 6 6	132 4 8	14,243 6 1	310 19 1	—			2
357 16 3	182 15 0	15 11 6	26 6 5	169 2 11	3,453 14 4	478 8 9	—	1 1 1/16	322	3
247 1 8	119 7 10	25 5 6	40 19 7	277 11 7	5,616 19 1	—	78 11 11	10¾	619	4
93 0 0	28 10 0	7 4 10	5 12 0	4 3 0	1,891 0 1	529 13 8	—	1 1	123	5
61 17 11	41 18 7	—	9 11 3	32 10 8	1,083 10 4	446 15 4	—	8	80	6
356 0 0	80 3 10	11 0 6	45 18 10	157 16 10	5,781 16 2	66 14 5	—	1 2	240	7
—	70 8 10	4 18 0	31 9 9	61 0 0	3,305 2 0	1,374 7 9	—	1 3	302	8
—	24 16 10	- 10 0	20 9 4	247 1 8	1,602 17 4	465 4 1	—	6¼	86	9
380 17 2	292 18 6	2 4 0	88 8 11	393 2 6	7,822 16 9	—	—	11¼	11,120	10
167 8 9	101 6 2	—	11 7 2	25 4 3	2,086 15 2	770 4 7	—	1 1	137	11
298 18 0	102 9 11	- 10 0	16 11 7	17 1 1	3,172 2 6	—	222 6 10	1 11	382	12
110 0 0	12 3 11	2 4 3	3 1 7	17 18 5	1,601 4 6	438 18 1	—	8	138	13
17 15 4	16 2 4	—	22 9 10	10 9 4	920 3 8	530 9 5	—	1 7	183	14
1,130 0 0	556 16 11	10 8 1	125 6 1	29 13 0	13,149 10 7	—	—	1 3	13,966	15
760 0 0	290 7 11	13 14 5	75 8 11	30 0 0	9,244 4 6	—	—			16
212 0 0	155 0 0	3 14 0	—	—	4,054 19 2	—	—	1 2½	4,703	17
193 2 5	149 11 0	—	63 1 0	206 0 5	4,381 11 3	1,572 4 4	—	9½	1,360	18
59 15 8	58 8 5	—	19 7 0	56 3 5	1,562 1 3	289 14 4	—	1 4	65	19
33 6 8	71 0 8	2 7 9	19 2 10	171 5 3	3,985 1 8	7 18 9	—	2 3	322	20
254 17 8	61 3 10	4 8 0	29 16 3	100 0 0	3,257 6 6	1,106 6 7	—	—	114	21
54 6 0	40 11 1	—	21 2 3	45 1 5	1,677 1 4	113 2 10	—	9½	99	22
—	142 4 3	—	25 8 1	98 6 0	3,961 0 2	2,055 5 9	—	1 2¼	370	23
64 0 0	9 4 0	—	5 7 0	35 11 7	1,437 4 10	—	—	5 1/16	75	24
202 17 10	61 12 9	—	20 2 1	36 10 4	2,057 4 0	—	21 0 0	1 4¾	124	25
263 13 4	73 4 7	—	48 9 11	106 0 2	5,010 0 11	93 8 7	—	1 6⅝	193	26
144 10 0	26 15 7	—	10 7 9	28 17 3	1,179 18 6	536 1 6	—	10½	145	27
354 7 0	199 16 5	19 2 9	19 12 9	65 6 5	5,783 18 7	1,316 0 3	—	1 2 5/16	1,258	28
117 9 10	84 19 9	1 14 0	11 11 7	12 6 3	1,660 18 1	20 7 7	—	1 3½	185	29
416 0 0	161 0 8	21 9 11	60 2 7	429 3 0	7,794 18 9	—	1,355 5 3	1 2	727	30
628 8 11	78 19 6	11 10 8	87 18 4	172 4 11	5,177 6 10	1,347 14 0	—	1 0¾	308	31
—	36 14 9	12 5 5	14 12 6	25 3 9	1,261 10 2	789 14 9	—	†	†	32
7,793 17 2	3,578 18 1	188 9 3	1,081 12 2	3,306 1 7	137,457 17 11	15,094 4 1	1,672 4 0	—	—	

† See footnote on page 958.

No.	NAME OF SCHOOL (*Under the Management of Authorities other than School Boards*).	EXPEND						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest on Loans.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College	—	6,080 18 6	—	190 4 6	338 4 6	108 18 6	17 12 2
34	Anstruther, Waid Academy ..	—	873 9 2	—	91 0 10	42 14 0	118 2 3	—
35	Beith, Spier's School	—	1,218 7 6	—	17 9 5	135 0 2	232 16 7	—
36	Crieff, Morrison's Academy ..	—	2,406 1 10	—	74 14 8	57 2 7	292 18 3	—
37	Cupar, Bell Baxter School ..	—	1,471 5 7	—	101 12 8	49 19 2	16 9 6	—
38	Dollar Institution	103 13 1	3,251 0 0	—	318 17 3	101 3 10	201 8 2	—
39	Dundee High School	3,562 15 10	5,827 4 10	—	110 8 3	306 7 7	242 6 5	161 7 10
40	Edinburgh, Daniel Stewart's College	—	4,118 19 6	—	60 11 0	217 2 1	940 2 9	—
41	Edinburgh, George Watson's Boy's College	—	10,284 4 1	219 18 3	187 11 10	344 5 10	165 16 4	—
42	Edinburgh, George Watson's Ladies' College	—	7,468 12 4	171 10 9	149 11 10	350 17 7	125 18 1	—
43	Edinburgh Ladies' College ..	—	8,127 9 0	118 1 5	126 18 5	458 16 1	284 4 0	—
44	Glasgow, Allan Glen's School	—	4,870 12 8	—	826 15 3	335 8 0	332 6 2	202 4 11
45	Glasgow, Hutchesons' Boys' Grammar School ..	1,018 19 0	2,550 1 0	—	238 8 2	153 14 9	289 3 3	—
46	Glasgow, Hutchesons' Girls' Grammar School ..	—	2,991 4 4	—	306 9 4	142 11 10	180 12 10	—
47	Glasgow, St. Aloysius College	—	1,442 10 0	—	205 8 2	58 10 0	79 12 3	36 0 0
48	Inverness, Royal Academy ..	*1,421 17 0	2,067 17 9	—	85 16 1	94 1 7	43 0 8	—
49	Nairn, Rose's Academical Institution	—	755 9 9	—	19 2 2	48 15 5	13 11 11	—
50	Newton Stewart, Douglas and Ewart High Schools..	17 9 7	1,488 5 6	—	67 7 4	74 19 4	84 18 0	—
51	Perth, Sharp's Institution ..	263 18 10	1,875 0 0	—	69 8 0	129 8 3	67 6 10	-
52	St. Andrews, Madras College	482 12 11	1,970 5 2	—	81 10 8	74 1 7	36 14 6	—
53	Selkirk High School ..	—	545 12 0	--	32 10 3	35 3 7	3 12 11	50 11 10
54	Stonehaven, Mackie Academy	—	1,246 17 6	—	68 8 10	56 17 1	79 13 1	37 19 11
55	Tain Royal Academy ..	—	1,085 0 0	—	38 9 7	31 8 8	19 4 8	—
	Total	6,821 6 3	73,011 3 0	504 10 5	3,363 4 1	3,626 13 6	2,858 7 11	505 16 8
	Brought forward from previous page ..	6,376 4 1	85,870 16 10	8,785 17 10	3,417 13 5	5,836 5 4	4,423 7 7	7,384 14 7
	GRAND TOTAL	13,197 10 4	158,881 19 10	9,290 8 3	6,780 17 6	9,462 18 10	8,281 15 6	7,890 11 3

* This sum was (owing to a mistake made in 1887) incorrectly returned in 1904–5 as £2,507 15s. 10d.

ITURE.						BALANCE.		
Repayment of Loan.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.	No.
£ s d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
36 4 3	187 12 7	20 0 6	97 12 10	622 8 10	7,649 7 2	—	—	33
—	84 4 1	—	15 8 10	87 11 9	1,312 10 11	202 13 11	—	34
—	8 7 6	—	32 1 10	583 18 9	2,228 1 9	86 6 9	—	35
—	144 19 4	2 16 0	—	801 7 11	3,280 0 7	*430 13 6	—	36
—	31 12 4	—	7 5 10	135 11 5	1,813 16 6	265 11 5	—	37
—	141 4 4	—	55 16 1	516 11 2	4,684 18 11	559 7 6	—	38
-	182 7 2	2 8 9	104 17 6	446 13 3	10,446 17 5	—	3,082 9 0	39
—	794 10 0	—	210 19 10	1,234 10 9	7,576 15 11	—	—	40
—	1,850 15 3	8 14 0	178 16 10	2,889 5 8	15,629 8 1	—	—	41
—	1,539 13 11	7 10 0	227 10 4	2,176 12 3	12,212 12 0	—	—	42
—	1,392 14 1	11 14 3	192 0 7	2,778 18 0	18,430 16 3	—	—	43
206 18 4	57 9 5	24 6 7	181 5 7	430 10 9	7,027 12 8	588 14 8	—	44
—	135 1 6	19 6 0	51 6 2	1,027 4 2	5,482 19 0	—	566 19 6	45
—	201 13 6	20 0 2	47 10 2	878 16 1	4,718 18 3	3,964 7 10	—	46
—	187 10 1	1 0 0	27 10 0	116 13 1	2,104 8 7	—	—	47
—	135 1 5	10 4 6	8 16 11	274 15 9	4,141 11 8	—	1,438 16 3	48
63 15 11	5 14 7	—	13 15 2	45 15 9	961 0 8	40 4 3	—	49
—	82 12 6	—	25 16 3	111 5 5	1,952 13 11	126 18 9	—	50
—	48 0 2	19 17 8	30 2 8	137 2 4	2,640 4 9	—	274 14 11	51
—	87 2 11	9 7 9	17 6 3	343 3 4	3,002 4 8	—	432 3 9	52
53 6 8	8 2 7	—	9 7 0	44 8 3	782 15 1	†260 18 0	—	53
41 8 3	45 10 4	—	6 17 9	121 11 10	1,705 4 7	895 15 4	—	54
—	15 19 10	—	15 10 8	48 13 11	1,254 7 4	868 11 1	—	55
461 8 5	7,317 19 5	157 6 7	1,557 15 1	14,853 10 10	116,039 2 2	8,288 18 0	5,795 3 5	
7,793 17 2	3,573 18 1	188 9 3	1,031 12 2	3,305 1 7	137,487 17 11	15,694 4 1	1,672 4 0	
8,255 5 7	10,891 17 6	345 15 10	2,589 7 3	18,158 12 5	253,527 0 1	23,983 2 1	7,467 7 5	

* This includes £400 from Building Fund Account.

† This includes £31 5*s.* 11*d.* from Building Fund Account.

TABLE II.—SECONDARY SCHOOLS.

Particulars of the Grants paid (or promised) under paragraph 3 of the Minute of 27th April, 1899, in respect of the year 1906–1907.

Schools arranged under Counties.

	£
ABERDEEN—	
Aberdeen, Girls' High School	850
„ Grammar School	850
„ Robert Gordon's College	850
AYR—	
Ayr Academy	700
Beith, Spier's School	400
Irvine Royal Academy	850
BERWICK—	
Duns, Berwickshire High School	400
CLACKMANNAN—	
Dollar Institution	700
DUMFRIES—	
Dumfries Academy	850
EDINBURGH—	
Edinburgh, Dan. Stewart's College	550
„ Geo. Watson's Boys' College	850
„ Geo. Watson's Ladies' College	850
„ Ladies' College	850
„ Royal High School	600
ELGIN—	
Elgin Academy	600
FIFE—	
Anstruther, Waid Academy	400
Cupar, Bell Baxter School	400
Dunfermline High School	750
Kirkcaldy High School	700
St. Andrew's, Madras College	450
FORFAR—	
Arbroath High School	750
Brechin High School	550
Dundee High School	750
Forfar Academy	600
Montrose Academy	850
HADDINGTON—	
Haddington, Knox Institute	400
North Berwick High School	400
INVERNESS—	
Inverness Royal Academy	500
KINCARDINE—	
Stonehaven, Mackie Academy	400
KIRKCUDBRIGHT—	
Kirkcudbright Academy	400
LANARK—	
Glasgow, Allan Glen's School	850
„ High School	850
„ High School for Girls	600
„ Hutchesons' Boys' Grammar School	600
„ Hutchesons' Girls' Grammar School	650
„ St. Aloysius' College	450
Govan Hillhead School	650
Hamilton Academy	750
LINLITHGOW—	
Linlithgow Academy	550

SECONDARY SCHOOLS—*continued.*

	£
NAIRN—	
Nairn, Rose's Academical Institution	400
PEEBLES—	
Peebles Burgh and County High School	450
PERTH—	
Callander, McLaren High School	400
Crieff, Morrison's Academy	500
Perth Academy	850
Perth, Sharp's Institution	450
RENFREW—	
Greenock Academy	—
Paisley Grammar School and Wm. B. Barbour Academy	750
ROSS—	
Tain Royal Academy	400
ROXBURGH—	
Kelso High School	400
SELKIRK—	
Galashiels Academy	400
Selkirk High School	400
STIRLING—	
Falkirk High School	850
Stirling High School	850
WIGTOWN—	
Newtown Stewart, Ewart and Douglas High Schools	450
Stranraer High School	400
TOTAL	32,950

In addition to the above-named Secondary Schools, the following Schools, not in receipt of Grants, have been inspected by the Department during the Session 1906–07. An asterisk against the name of a School, signifies that that School did not present candidates at the Leaving Certificate Examination.

Aberdeen, Queen's Gate School.
Ayr, Newnham House School.
Blairs College.
*Broughty Ferry, Gartlands School.
Broughty Ferry, St. Margaret's School.
Dumfries, Benedictine Convent School.
Dundee, Constitution Road School.
Dundee, Lawside St. Joseph's Convent School.
Dundee, Seymour Lodge Girls' School.
Edinburgh Academy.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
*Edinburgh, Girl's Home School.
Edinburgh Institution.
Edinburgh, Merchiston Castle School.
Edinburgh, Rosebery House School.
*Edinburgh, St. Bride's School.
Edinburgh, St. Elizabeth's School.
Edinburgh, St. George's High School for Girls.
Edinburgh, St. Margaret's Ladies' College (Branches at Newington and Morningside).
Edinburgh, The Ministers' Daughters' College.
Falkirk Selma House School.
Glasgow Academy.
Glasgow, Kelvinside Academy.
Glasgow, Kelvinside, Westbourne Gardens School for Girls.
Glasgow Park Girls' School.
*Glasgow, Rosslyn Terrace School.
Govan, Hillhead, Laurel Bank School for Girls.
Greenock, Clyde School.
Greenock, Collegiate School.
Greenock High School for Girls.
Helensburgh, Larchfield School.
Helensburgh, St. Bride's School.
Inverness College.
Inverness, St. Margaret's College.
Kilmacolm, St. Columba's School.
*Kircaldy Southbank School.
*Loretto School, Musselburgh.
*Melrose, St. Mary's School.
Newport-on-Tay, St. Fillan's House School.
*North Berwick, Dunardarigh School
*Paisley, Caversbank School.
*Polmont, St. Margaret's School.
Portobello, Brunstane School for Girls.
St. Andrews, Clifton Bank School.
*Turriff Westwood School.

PREPARATORY SCHOOLS.

Cramond, Cargilfield School.
*Moffat, St. Ninian's School.
*Nairn, Alton Burn School.
*St. Andrews, St. Salvator's School.

TABLE III.

SECONDARY SCHOOLS.

Particulars of Grants for Science and Art Instruction paid under the Minute of 30th May, 1903, in respect of the year 1905–1906.

NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR				TOTAL AMOUNT PAID.
		A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dress-making, or other Forms of Practical Household Economy	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen High School for Girls	182	154 15 3	50 12 7	—	45 16 4	251 4 2
Aberdeen Grammar School	173	341 6 6	70 6 6	49 7 4	—	461 0 4
Aberdeen Robert Gordon's College.. ..	507	1,618 10 0	208 3 2	445 14 1	—	2,272 7 3
Anstruther, Waid Academy	82	175 14 3	44 7 6	—	—	220 1 9
Arbroath High School	202	187 4 0	104 18 10	47 13 4	49 8 0	389 4 2
Brechin High School	83	140 19 3	55 16 3	—	—	196 15 6
Callander, McLaren High School	64	91 17 0	26 13 7	—	—	118 10 7
Cupar, Bell Baxter School	46	81 4 3	23 5 1	—	—	104 9 4
Dollar Institution ..	187	259 1 6	85 2 4	52 9 6	—	396 13 4
Dumfries Academy ..	119	158 17 6	65 0 0	20 15 10	—	244 13 4
Dumfries, Mount St. Michael's College ..	12	34 11 1	10 5 6	15 19 0	—	60 15 7
Dumfries, St. Joseph s College	150	44 18 0	20 6 1	42 2 4	—	107 6 5
Dundee High School ..	176	285 17 9	77 1 4	73 3 8	60 1 8	496 4 5
Dunfermline High School	220	532 9 4	58 19 1	182 13 11	47 9 10	771 12 2
Duns, The Berwickshire High School ..	76	46 16 1	19 17 3	8 15 4	8 14 10	84 3 6
Edinburgh, George Watson's Boys' College	101	139 5 6	35 6 3	—	—	174 11 9
Edinburgh, George Watson's Ladies' College	131	64 4 9	45 7 9	—	—	109 12 6
Edinburgh Ladies' College	364	117 9 0	138 2 1	—	—	255 11 1
Edinburgh, Royal High School..	14	30 18 3	5 16 4	1 6 2	—	38 3 3
Elgin Academy ..	101	99 11 3	43 1 0	—	—	142 12 3
Falkirk High School ..	226	213 12 6	101 12 9	50 5 3	59 2 6	424 13 0
Forfar Academy ..	184	350 9 3	86 0 4	32 7 8	38 2 8	506 19 11
Glasgow, Allan Glen's School..	514	1.952 3 1	208 13 0	699 14 6	—	2,860 10 7
Glasgow High School..	31	53 2 6	—	—	—	53 2 6
Glasgow High School for Girls	20	24 6 9	—	—	—	24 6 9

NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR				TOTAL AMOUNT PAID
		A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dressmaking, or other Forms of Practical Household Economy.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glasgow, St. Aloysius' College	139	129 18 3	48 7 10	—	—	178 6 1
Govan Hillhead School	50	99 15 6	—	—	—	99 15 6
Greenock Academy ..	149	214 10 6	55 11 6	—	29 18 0	300 0 0
Haddington, Knox Institute	46	53 2 3	24 3 3	14 8 0	8 12 0	100 5 6
Hamilton Academy ..	224	378 9 11	129 16 6	59 16 9	75 2 6	643 5 8
Inverness Royal Academy	32	64 8 9	11 13 10	9 10 8	—	85 13 3
Irvine Royal Academy	130	242 8 0	104 6 3	68 6 8	88 13 4	503 14 3
Kelso High School ..	13	12 8 0	—	—	—	12 8 0
Kirkcaldy High School	118	175 4 6	60 6 1	—	—	235 10 7
Kirkcudbright Academy	50	85 2 0	21 19 10	—	—	107 1 10
Linlithgow Academy ..	143	149 11 3	69 13 10	—	8 4 0	227 9 1
Montrose Academy ..	222	373 19 3	127 15 1	145 5 3	29 4 8	676 4 3
Nairn Rose's Academical Institution ..	19	26 4 6	7 9 10	—	—	33 14 4
Newton Stewart Douglas High School (Girls)	21	45 4 0	9 17 10	—	—	55 1 10
Newton Stewart Ewart High School (Boys)	35	1 6 3	13 1 6	30 10 7	—	152 18 4
North Berwick High School	72	80 8 0	27 8 3	13 8 2	8 18 6	130 2 11
Paisley Grammar School and Wm. B. Barbour Academy ..	178	270 11 0	64 3 1	50 2 6	49 2 0	433 18 7
Peebles Burgh and County High School	58	93 2 0	26 15 4	19 14 4	6 15 6	146 7 2
Perth Academy ..	335	662 0 3	183 10 4	144 17 2	58 9 6	1,048 17 3
Perth, Sharp's Institution	187	495 2 3	121 2 3	103 7 9	46 8 10	766 1 1
St. Andrews, Madras College	75	104 19 11	31 14 1	—	5 9 0	142 3 0
Selkirk High School ..	45	70 4 9	9 0 9	—	9 19 0	89 4 6
Stirling High School	268	360 18 6	176 6 10	5 11 8	31 6 6	574 3 6
Stonehaven, Mackie Academy	103	115 13 6	32 4 4	19 18 6	42 19 6	210 15 10
Stranraer High School	45	65 7 6	—	—	—	65 7 6
Tain Royal Academy	90	99 3 9	33 6 6	41 15 4	9 10 8	183 16 3
Totals	6,812	11,776 8 11	2,974 9 6	2,399 1 3	817 9 4	17,967 11 6

TABLE

STATEMENT for the year 1905–1906, showing the Number of Pupils of various ages on the the Secondary Schools in Scotland claiming Grant

No	NAME OF SCHOOL. (*Under the Management of School Boards.*)	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 Years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	25	154	179	—	36	36	—	34	34	—	62	62	—	66	66
2	Aberdeen Grammar School	196	—	196	45	—	45	65	—	65	57	—	57	55	—	55
3	Arbroath High School	9	7	16	19	12	31	35	29	64	23	21	44	11	33	44
4	Ayr Academy	69	45	114	19	10	29	24	24	48	27	25	52	27	28	55
5	Brechin High School	2	2	4	4	10	14	11	11	22	12	11	23	11	15	26
6	Callander, McLaren High School	—	—	—	2	—	2	3	6	9	6	3	9	14	7	21
7	Dumfries Academy	64	42	106	18	15	33	36	24	60	34	28	62	33	30	63
8	Dunfermline High School	—	—	—	15	10	25	33	19	52	48	35	83	37	31	68
9	Duns, Berwickshire High School	—	—	—	1	4	5	8	10	18	10	17	27	9	9	18
10	Edinburgh Royal High School	172	—	172	43	—	43	57	—	57	69	—	69	59	—	59
11	Elgin Academy	29	21	50	12	9	21	18	10	28	11	8	19	15	10	25
12	Falkirk High School	—	—	—	1	2	3	30	18	48	36	28	64	22	32	54
13	Forfar Academy	—	—	—	—	1	1	17	5	22	32	22	54	22	29	51
14	Galashiels Academy	17	7	24	6	2	8	5	7	12	11	5	16	9	7	16
15	Glasgow High School	199	—	199	82	—	82	92	—	92	172	—	172	164	—	164
16	Glasgow High School for Girls	—	199	199	—	74	74	—	97	97	—	139	139	—	166	166
17	Govan, Hillhead School	1	—	1	4	2	6	20	34	54	47	43	90	25	28	53
18	Greenock Academy	133	122	255	31	21	52	28	36	64	33	26	59	39	29	68
19	Haddington, Knox Institute	16	27	43	5	2	7	5	13	18	6	11	17	5	10	15
20	Hamilton Academy	13	13	26	17	15	32	28	16	44	22	28	50	20	23	43
21	Irvine Royal Academy	55	48	103	18	10	28	32	9	41	30	22	52	28	22	50
22	Kelso High School..	23	11	34	9	3	12	4	1	5	6	10	16	8	5	13
23	Kirkcaldy High School	—	—	—	8	1	9	11	7	18	18	29	47	17	23	40
24	Kirkcudbright Academy	4	3	7	14	7	21	7	12	19	14	13	27	10	4	14
25	Linlithgow Academy	27	23	50	7	9	16	15	18	33	23	9	32	10	13	23
26	Montrose Academy	13	10	23	20	7	27	17	27	44	46	26	72	27	20	47
27	North Berwick High School	—	—	—	2	3	5	7	10	17	9	5	14	4	2	6
28	Paisley Grammar School	101	60	161	22	18	40	32	20	52	26	32	58	36	18	54
29	Peebles High School	14	15	29	6	2	8	13	4	17	15	7	22	6	4	10
30	Perth Academy	81	70	151	19	14	33	45	41	86	42	26	68	49	42	91
31	Stirling High School	9	5	14	19	16	35	24	31	55	34	43	77	38	33	71
32	Stranraer High School	10	7	17	3	6	9	5	4	9	11	8	19	9	7	16
	CARRIED FORWARD	1282	891	2173	471	321	792	727	577	1304	930	742	1672	819	748	1567

IV.

School Roll, the Average Attendance of Pupils, and the number of Teachers employed in under paragraph 3 of the Minute of 27th April, 1899.

AT THE CLOSE OF THE SCHOOL YEAR.																		Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			
Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.							Teachers whose whole time is spent in the School.		Visiting Teachers.	No.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Graduates.	Non-Graduates.		
—	46	46	—	38	38	—	20	20	—	27	27	—	328	328	25	482	507	161	119	176	456	13	32	6	1
27	—	27	17	—	17	4	—	4	—	—	—	270	—	270	466	—	466	184	157	97	438	16	7	6	2
10	15	25	3	9	12	—	1	1	—	—	—	101	120	221	110	127	237	15	137	87	239	5	8	2	3
18	15	33	6	12	18	3	3	6	—	6	6	124	123	247	193	168	361	100	117	113	330	11	7	4	4
12	10	22	1	8	9	—	6	6	—	5	5	51	79	130	53	81	134	4	56	67	127	4	5	—	5
6	4	10	4	4	8	2	4	6	—	—	—	37	28	65	37	28	65	—	18	40	58	3	2	3	6
18	17	35	9	18	27	1	6	7	1	1	2	150	139	289	214	181	395	98	148	128	374	12	14	—	7
15	26	41	9	22	31	3	12	15	—	8	8	160	163	323	160	163	323	—	153	156	309	11	8	—	8
4	5	9	2	6	8	—	3	3	—	1	1	34	55	89	34	55	89	—	46	43	89	3	2	7	9
32	—	32	7	—	7	2	—	2	2	—	2	271	—	271	443	—	443	157	160	99	416	15	5	3	10
12	18	30	6	5	11	—	6	6	3	2	5	77	68	145	106	89	195	44	66	72	182	6	6	2	11
6	19	25	1	12	13	2	7	9	2	10	12	100	128	228	100	128	228	—	115	102	217	5	7	5	12
14	15	29	6	9	15	—	—	—	—	—	—	91	81	172	91	81	172	—	70	92	162	7	11	3	13
5	6	11	—	3	3	—	—	—	—	—	—	36	30	66	53	37	90	18	36	31	85	5	1	3	14
107	—	107	35	—	35	10	—	10	1	—	1	663	—	663	862	—	862	199	334	307	840	31	12	2	15
—	121	121	—	69	69	—	41	41	—	17	17	—	724	724	—	923	923	177	275	368	820	16	23	11	16
5	26	31	2	10	12	—	9	9	—	4	4	103	156	259	104	156	260	2	162	111	275	7	8	8	17
19	22	41	8	5	13	—	2	2	—	1	1	158	142	300	291	264	555	210	146	124	480	12	14	3	18
4	3	7	—	1	1	—	1	1	—	—	—	25	41	66	41	68	109	35	40	27	102	4	3	1	19
16	24	40	9	10	19	6	12	18	—	6	6	118	134	252	131	147	278	22	125	124	271	9	8	4	20
15	13	28	11	9	20	2	6	8	1	5	6	137	96	233	192	144	336	91	108	105	304	5	6	4	21
4	5	9	2	6	8	—	1	1	—	—	—	33	31	64	56	42	98	29	27	29	85	5	5	7	22
11	19	30	6	14	20	4	6	10	3	10	13	78	109	187	78	109	187	—	72	126	198	3	6	6	23
6	3	9	1	2	3	—	—	—	—	1	1	52	42	94	56	45	101	7	65	26	98	5	1	1	24
6	11	17	2	4	6	—	3	3	—	5	5	63	72	135	90	95	185	47	75	53	175	5	4	4	25
15	20	35	6	13	19	—	4	4	1	6	7	132	123	255	145	133	278	20	136	117	273	11	4	5	26
9	4	13	3	1	4	—	5	5	—	—	—	34	30	64	34	30	64	—	34	30	64	5	2	4	27
20	14	34	10	6	16	2	6	8	—	1	1	148	115	263	249	175	424	157	133	102	392	10	8	10	28
2	6	8	—	2	2	1	1	2	—	3	3	43	29	72	57	44	101	21	43	22	86	6	3	2	29
24	48	72	13	31	44	3	23	26	—	9	9	195	234	429	276	304	580	130	175	217	522	12	21	4	30
23	30	53	10	23	33	3	15	18	—	8	8	151	199	350	160	204	364	13	155	174	342	11	8	4	31
3	9	12	—	6	6	—	3	3	—	2	2	31	45	76	41	52	93	13	33	38	84	4	4	1	32
468	574	1042	189	358	547	48	206	254	14	138	152	3666	3664	7330	4948	4555	9503	1954	3536	3403	8893	277	255	125	

No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards.*)	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
33	Aberdeen, Robert Gordon's College	71	—	71	87	—	87	139	—	139	160	—	160	166	—	166
34	Anstruther, Waid Academy	—	—	—	1	—	1	10	6	16	14	15	29	10	13	23
35	Beith, Spier's School	10	10	20	1	6	7	9	8	17	9	8	17	11	5	16
36	Crieff, Morrison's Academy	32	24	56	14	4	18	24	5	29	15	13	28	23	17	40
37	Cupar, Bell Baxter School	21	22	43	8	4	12	9	6	15	12	5	17	3	14	17
38	Dollar Institution	23	17	40	19	12	31	40	22	62	37	20	57	40	20	60
39	Dundee High School	88	32	120	26	13	39	34	13	47	43	20	63	33	26	59
40	Edinburgh, Daniel Stewart's College	256	—	256	55	—	55	68	—	68	71	—	71	46	—	46
41	Edinburgh, George Watson's Boys' College ..	508	—	508	133	—	133	160	—	160	187	—	187	184	—	184
42	Edinburgh, George Watson's Ladies' College..	—	298	298	—	82	82	—	86	86	—	96	96	—	98	98
43	Edinburgh Ladies' College	—	320	320	—	94	94	—	100	100	—	103	103	—	102	102
44	Glasgow, Allan Glen's School	30	—	30	50	—	50	104	—	104	162	—	162	163	—	163
45	Glasgow, Hutchesons' Boys' Grammar School	71	—	71	36	—	36	50	—	50	64	—	64	47	—	47
46	Glasgow, Hutchesons' Girls' Grammar School	—	81	81	—	52	52	—	53	53	—	58	58	—	44	44
47	Glasgow, St. Aloysius College	82	—	82	20	—	20	35	—	35	59	—	59	32	—	32
48	Inverness Royal Academy	41	48	89	11	9	20	21	17	38	15	13	28	9	12	21
49	Nairn, Rose's Academical Institution.. ..	20	23	43	7	2	9	2	1	3	3	12	15	3	4	7
50	Newton Stewart, Ewart and Douglas High Schools.	18	8	26	3	5	8	7	2	9	7	4	11	11	7	18
51	Perth, Sharp's Institution	3	—	3	6	1	7	30	22	52	37	38	75	15	24	39
52	St. Andrews, Madras College	46	46	92	10	9	19	11	8	19	15	13	28	21	16	37
53	Selkirk High School	6	2	8	—	1	1	6	2	8	5	5	10	10	2	12
54	Stonehaven, Mackie Academy	12	8	20	4	3	7	10	6	16	12	18	30	12	9	21
55	Tain Royal Academy	10	19	29	—	2	2	7	3	10	13	9	22	11	9	20
	TOTAL	1348	958	2306	491	299	790	776	360	1136	940	450	1390	830	422	1272
	Brought forward from previous page	1282	891	2173	471	321	792	727	577	1304	930	742	1672	819	748	1567
	GRAND TOTAL ..	2630	1849	4479	962	620	1582	1503	937	2440	1870	1192	3062	1649	1170	2839

IV.—*Continued.*

At the close of the School Year.																		Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.							Teachers whose whole time is spent in the School.		Visiting Teachers.	
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 & 15.	Over 15.	Total.	Graduates	Non-Graduates		
129	—	129	52	—	52	34	—	34	21	—	21	788	—	788	859	—	859	66	362	372	800	24	7	—	33
3	9	12	2	5	7	1	4	5	—	1	1	41	53	94	41	53	94	—	46	47	93	4	1	2	34
6	2	8	3	2	5	2	2	4	—	—	—	41	33	74	51	43	94	19	35	32	80	5	2	1	35
22	11	33	13	9	22	2	3	5	—	—	—	113	62	175	145	86	231	48	69	100	217	8	9	1	36
7	14	21	1	8	9	—	—	—	—	—	—	40	51	91	61	73	134	36	38	44	118	4	9	—	37
31	20	51	17	10	27	2	2	4	1	4	5	187	110	297	210	127	337	38	145	142	325	9	11	2	38
28	17	45	22	18	40	7	6	13	2	6	8	195	119	314	283	151	434	95	133	146	374	15	17	1	39
34	—	34	10	—	10	1	—	1	—	—	—	285	—	285	541	—	541	251	176	76	503	11	6	6	40
114	—	114	78	—	78	36	—	36	3	—	3	895	—	895	1,403	—	1,403	468	447	399	1,314	25	25	5	41
—	68	68	—	40	40	—	23	23	—	8	8	—	501	501	—	799	799	258	257	212	727	11	51	12	42
—	103	103	—	57	57	—	39	39	—	7	7	—	605	605	—	925	925	290	274	288	852	11	60	12	43
64	—	64	15	—	15	2	—	2	—	—	—	560	—	560	590	—	590	26	300	243	569	15	9	4	44
36	—	36	16	—	16	6	—	6	6	—	6	261	—	261	332	—	332	64	138	103	305	7	6	4	45
—	44	44	—	20	20	—	9	9	—	4	4	—	284	284	—	365	365	73	153	114	340	9	10	9	46
23	—	23	5	—	5	6	—	6	1	—	1	181	—	181	268	—	268	76	110	63	249	4	9	2	47
18	6	24	10	9	19	3	2	5	4	1	5	91	69	160	132	117	249	73	76	62	211	6	6	2	48
3	4	7	2	4	6	1	5	6	—	4	4	21	36	57	41	59	100	37	26	27	90	2	5	1	49
5	5	10	7	5	12	1	1	2	—	—	—	41	29	70	59	37	96	25	28	42	95	3	6	2	50
13	10	23	3	5	8	—	—	—	—	—	—	104	100	204	107	100	207	3	122	58	183	6	7	2	51
10	13	23	2	6	8	1	1	2	—	1	1	70	67	137	116	113	229	84	62	69	215	6	6	5	52
5	7	12	2	2	4	—	1	1	—	1	1	28	21	49	34	23	57	7	17	26	50	3	1	2	53
9	7	16	6	2	8	1	6	7	—	1	1	54	52	106	66	60	126	18	47	54	119	6	1	4	54
9	10	19	4	8	12	—	2	2	—	2	2	44	45	89	54	64	118	27	31	51	109	3	4	2	55
569	350	919	270	210	480	106	106	212	38	40	78	4040	2237	6,277	5,388	3195	8,583	2082	3095	2770	7,947	197	268	81	
468	574	1042	189	358	547	48	206	254	14	138	152	3666	3664	7,330	4,948	4555	9,503	1954	3536	3408	8,898	277	255	125	
1037	924	1961	459	568	1027	154	312	466	52	178	230	7706	5901	13,607	10,336	7750	18,086	4036	6631	6178	16,840	474	523	206	

TABLE V.

I. FUND established under paragraph 6 of the Minute of 27th April 1899.

		£	s.	d.
Payment into Fund for the year	1899–1900	7,659	16	0
" " "	1900–1901	9,345	19	0
" " "	1901–1902	9,837	15	6
" " "	1902–1903	7,438	2	1
" " "	1903–1904	4,539	15	8
" " "	1904–1905	2,689	11	11
" " "	1905–1906	2,051	19	8
" " "	1906–1907	987	19	11
Total - - - -		£44,550	19	9

Grants to the amount of 22,277*l.* 0*s.* 10*d.*, particulars of which will be found in last year's Report, have been made from the Fund during the years 1901 to 1906.

Balance standing to the credit of the Fund, 22,273*l.* 18*s.* 11*d.*

II. SUM available under paragraph 2 of the Minute of 27th April 1899.

Balance available for Agricultural Education as shown on page 49 of last year's Report, £2,692 10*s.* 7*d.*

Further payments during 1906–1907.	£	s.	d.
Inspection Expenses of the Agricultural Institutions - - - - - -	82	14	3
Aberdeen and North of Scotland College of Agriculture—Grant in aid of capital expenditure - - - - - -	157	8	6
Edinburgh and East of Scotland College of Agriculture—Forestry Classes conducted in the University of Edinburgh	100	0	0
Edinburgh and East of Scotland College of Agriculture—Grants in aid of capital expenditure - - - - - -	500	0	0
The West of Scotland Agricultural College—Capital Grant, Holmes Farm, Kilmarnock - - -	600	0	0
	£1,440	2	9

1907–1908. SUM available, £3,252 7*s.* 10*d.*	£	s.	d.
The West of Scotland Agricultural College—Capital Grants, Holmes Farm, Kilmarnock, and College equipment -	1,000	0	0
Balance - - - - - - - -	2,252	7	10
	£3,252	7	10

TABLE VI.

SYNOPSIS of the SCHEMES of BURGH and COUNTY COMMITTEES as approved by the SCOTCH EDUCATION DEPARTMENT, for the distribution of the sums* available under the Minute of 10th June 1897, as amended by the Minute of 30th April 1900, and under the Minute of 19th March 1906, for SECONDARY EDUCATION in their respective districts for the year ended 31st March 1907, and also of any sums entrusted to the COMMITTEES by LOCAL AUTHORITIES for purposes of Technical Education.

ABERDEEN BURGH.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	1,830	8	4
,, ,, ,, 19*th March* 1906	858	2	3

Scheme approved 26*th February* 1907.

Allocation of grant :—

I. Payment of three-fourths of a certified deficiency as shewn by the School Accounts, but not exceeding the following amounts :—

		£	s.	d.
Aberdeen Grammar School	Aberdeen School Board.	500	0	0
„ Girls' High School		500	0	0
„ Central Higher Grade Public School		75	0	0
„ Robert Gordon's College		500	0	0
„ C. of S. Practising Higher Grade School		150	0	0
„ U.F.C. Normal Higher Grade School		75	0	0

II. The balance of £948 3*s.* 11*d.*—subject to expenses of Committee—placed to a reserve fund for Bursaries, &c., for Junior Students.

ABERDEEN COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	1,902	17	0
,, ,, ,, ,, 19*th March* 1906	896	4	8
Contributions by local authorities	590	1	3

Scheme approved, 2*nd January* 1907.

Allocation of grant :—

A.—SECONDARY EDUCATION.

I. 100*l.* each to Huntly Gordon, and to Peterhead (Burgh) Academy Higher Grade Public Schools, recognised as Centres of Instruction for Junior Students = 200*l.*

II. Such proportion, not exceeding two-thirds, of the deficit on the Higher Grade Schools, or schools intending to become Higher Grade, as the funds may admit of. No grant to exceed 150*l.* or fall below 10*l.*

III. To teachers of schools not otherwise aided under this Scheme, on account of the preliminary instruction of pupils who subsequently continue their studies at a Higher Grade or Secondary Department or School = 250*l.*

IV. (a) Intermediate Bursaries tenable for not more than three years at Higher Grade or approved Intermediate or Secondary Departments, by pupils qualified in terms of Article 29 of the Code.

(b) Secondary Bursaries, tenable for not more than three years at a school approved by the Committee, by pupils who hold the Intermediate Certificate.

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* In some cases where the Committees have a balance in hand from the previous year, the sums allocated under their Schemes may exceed in amount the grant payable to them in respect of the year ended 31st March 1907.

Travelling allowances may be added to either class of Bursary, or may be granted without a Bursary; and a maintenance allowance not exceeding 5*l.* per annum may be given where necessary.

B.—Technical Instruction.

I. For the equipment of schools intending to become Higher Grade = 300*l.*

II. For Local Technical Classes = 150*l.*

III. Grants to Aberdeen Navigation School and Aberdeen Asylum for the Blind, if funds permit.

ARGYLL COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897 - - - - -	988	10	10
" " " " 19*th March* 1906 - - - - -	415	0	5

Scheme approved, 10*th December* 1906.

Allocation of grant :—

1. Expenses of Committee - - - - - - - £60

2. For division equally between the following schools, but subject to a maximum of three-fourths of the deficit in each case :—

Campbeltown (Burgh) Grammar Higher Grade Public School. Dunoon Grammar Higher Grade Public School. Oban High Higher Grade Public School.	£600

3. For division amongst the following schools, in proportion to, but not exceeding three-fourths of, the deficit incurred in giving advanced instruction in secondary subjects, on lines approved by the Department for the Intermediate Certificate Examination, to pupils who have passed the Qualifying Examination (Article 29 of the Code) :—

Kilarrow and Kilmeny, Bowmore Higher Grade Public School. Tobermory Public School. Lochgilphead Public School. Tarbert Public School. Tighnabruaich Public School.	£200

4. Grants under Head 3 must be devoted to Secondary Education, and not to relief of rates.

5. (1) Secondary Bursaries of the minimum value of 5*l.*, which may with approved travelling or maintenance allowance, amount to 20*l.*, open to pupils holding the Intermediate Certificate; tenable for two or three years at a centre of instruction approved by the Department in the case of Junior Students, and at a Higher Grade or Secondary School approved by the Committee in the case of other scholars.

(2) Intermediate Bursaries of the minimum value of 5*l.*, which may, with approved travelling or boarding allowance, amount to a sum not exceeding 15*l.*; tenable in ordinary cases for three years at an approved Higher Grade or Secondary School, and open to pupils qualified in terms of Article 29 of the Code who reside upwards of three miles from an Intermediate School, or are separated from it by an arm of the sea.

(3) In awarding Bursaries, the claims of Junior Students will receive special consideration, and as far as possible the Bursaries will be equitably distributed over the Schools or School Board areas from which the applicants are drawn.

AYR COUNTY.

Grant for year ended 31st March 1907 :—	£	s.	d.
Under the Minute of 10th June 1897	2,906	0	11
„ „ „ „ *19th March 1906*	1,424	4	8
Contributions of local authorities	2,146	6	3

Secondary and Technical schemes approved, 4th January 1907.

Allocation of Grant :—

SECONDARY EDUCATION.

I. Secondary Schools :—	£.
Ayr Academy	500
Irvine Royal Academy	400
Beith, Spier's School	120
Kilmarnock (Burgh) Academy Higher Grade Public School	500
Ardrossan Academy Higher Grade Public School	300

The above grants are conditional upon the provision of one free place for every 10*l.* paid.

II Intermediate Schools :—	£.
Girvan (Town) Higher Grade Public School	130
Old Cummock Higher Grade Public School	130
Maybole, Carrick Academy Higher Grade Public School	130
Dalry Higher Grade Public School	70
Largs Higher Grade Public School	70
Beith Academy Public School	100
III. Bursaries awarded under former Schemes	540
IV. Secondary and Intermediate Bursaries, as under	1,000

(a) Secondary Bursaries of the normal value of 10*l.*, open to candidates who hold the Intermediate Certificate, and who propose to continue their education at an approved Secondary School. Junior Students have first claim on these Bursaries.

(b) Intermediate Bursaries of amounts to be determined in each particular case, to pupils qualified in terms of Article 29 of the Code, who desire to attend an Intermediate or Secondary School. Preference to be given to candidates whose attendance at a central school will involve outlay for travelling or maintenance; other scholars must be over 14. Bursaries will be equitably distributed over the schools from which applications are received.

	£	s.	d.
V. Expenses of Committee	100	5	7
Special Fund	40	0	0

TECHNICAL INSTRUCTION.

VI. (1) To the West of Scotland Agricultural College :—	£.
(*a*) Grant to General Funds of College	550
(*b*) Bursaries for farmers attending Special Month's Course	20
(*c*) Bursaries for attendance of not less than one month at the Dairy School	15
(*d*) Bursaries for foresters attending Special Month's Course	10
(2) Continuation Classes :—	
(*a*) Grants, under certain conditions, equal to one-half of the sum contributed locally towards Technical Instruction by the Town Council, to Burgh School Boards in aid of Schemes of Technical Instruction as outlined in Divisions II. and III. of the Continuation Class Code	780

	£
(*b*) Grant to Parish School Boards or Local Committees in aid of approved Schemes of Technical Instruction	510
(*c*) Towards Salaries of County Lecturers and Assistants	140
(3) Short courses of Lectures and Demonstrations not suitable for registration under the Continuation Class Code	10
(4) Railway fares of Students at Technical Classes	300
(5) Prizes for promoting original work and design	50
(6) (*a*) Junior Scholarships (Article 79 (a) Continuation Class Code) open to pupils in rural districts, and of amounts dependent on the distance of the student's home from the place of instruction, and on the need for assistance	160
(*b*) Six Senior Scholarships (Article 79 (b) Continuation Class Code)—two vacant each year—of 50*l*. tenable for three years	150
VII. Expenses of organisation, etc.	325

BANFF COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	856	5	9
„ „ „ „ 19*th March* 1906	345	8	3
Contributions by local authorities	47	13	0

Secondary and Technical Schemes approved, 8*th January*, 1907.

Allocation of grant :—

I. SECONDARY EDUCATION.

	£	s.	d.
I. Expenses of Committee	65	0	0
II. (*a*) Grants to the following Higher Grade Schools :—			
Aberlour Higher Grade Public School	65	0	0
Banff (Burgh) Academy Higher Grade Public School	95	0	0
Fordyce Academy Higher Grade Public School	160	0	0
Keith Higher Grade Public School	95	0	0
Mortlach Higher Grade Public School	65	0	0
Rathven, Buckie Higher Grade Public School	80	0	0
(*b*) Grants to the following Schools :—			
Botriphnie Public School	10	0	0
Boyndie Public School	10	0	0
Cullen Public School	25	0	0
Enzie, Portgordon Public School	10	0	0
Fordyce, Portsoy Public School	23	0	0
Gamrie, Macduff Public School	40	0	0
Glenrinnes Public School	10	0	0
Inveravon Public School	15	0	0
Inveravon, Glenlivet Public School	10	0	0
Kirkmichael, Tomintoul Public School	15	0	0
Marnoch, Aberchirder Public School	30	0	0
Rathven, &c., Portnockie Public School	12	0	0
Rothiemay Public School	15	0	0

III. The grants under Head II. are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.

II. TRAINING OF TEACHERS.

VIII.-XII. Secondary Bursaries of 8*l*. (with allowances for travelling and other expenses when necessary) to twenty candidates nominated as Junior Students. In the event of a Student holding any other bursary, the grant to be limited to the amount required to make up an aggregate sum of 15*l*.

XIII.-XX. Intermediate Bursaries of 3*l.* (with allowances for travelling and other expenses when necessary) to pupils who have not yet obtained the Intermediate Certificate, one for each Parish, with an additional bursary for every complete 500 pupils in average attendance after the first 200 at Schools aided by Parliamentary Grants.

TECHNICAL EDUCATION.

Sums contributed by the Burghs of Buckie and Keith (viz. :—37*l.* 6*s.* 4*d.* and 10*l.* 6*s.* 8*d.* respectively) to be handed to the School Boards to be applied towards Technical Education in Continuation Classes in those Burghs.

BERWICK COUNTY.

Grant for year ended 31*st March* 1907 :—	£	*s.*	*d.*
Under the Minute of 10*th June* 1897 - - - - - -	530	12	6
„ „ „ „ 19*th March* 1906 - - - - - -	174	0	3
Contributions by local authorities - - - - - - -	539	3	0

Secondary and Technical Schemes approved 7*th January* 1907.

Allocation of grant :—

	£	*s.*	*d.*
1. To Duns, Berwickshire High School (conditional upon a sufficient proportion of the grant being devoted to payment of students' travelling expenses) - - - - - - -	910	0	0
2. To Coldstream Public School - - - - - - -	50	0	0
To Lauder Public School - - - - - - - - -	30	0	0

The grants to these two schools may, after this year, be withdrawn if their curricula is not such as to qualify pupils for the award of the Intermediate Certificate.

	£	*s.*	*d.*
3. To Edinburgh and East of Scotland College of Agriculture	50	0	0
4. Towards the railway fares of students from Earlston to Galashiels Technical School - - - - - - -	4	0	0
5. Secondary Bursaries, including travelling and maintenance expenses, to nine candidates (formerly Pupil Teachers) to enable them to obtain the Intermediate Certificate in order to qualify as Junior Students - - - - -	131	16	0
To Reserve Fund, if not expended on bursaries - - -	42	4	3
6. Expenses of Committee - - - - - - - - -	25	15	6

BUTE COUNTY.

Grant for year ended 31*st March* 1907 :—	£	*s.*	*d.*
Under the Minute of 10*th June* 1897 - - - - - -	399	10	11
„ „ „ „ 19*th March* 1906 - - - - - -	105	0	6

Scheme approved 1*st December* 1906.

Allocation of grant :—	£
(a). Expenses of Committee - - - - - - - - - -	20
(b). (1). Six Bursaries of 15*l.*, tenable at Rothesay Academy, by scholars from Arran (4) and Cumbrae (2) - - - -	90
(2). Grants of 2*l.* to three scholars from Kingarth parish attending Rothesay Academy as free scholars - - - - -	6
(3). Free education in Rothesay Academy to three scholars from North Bute parish, with 1*l.* to pay travelling expenses of selected scholars residing in the vacinity of Ettrick Bay -	1
(c) Fixed Grant to Rothesay Academy, on condition that certain free places are given - - - - - - - - - - -	300

(d). (1). Secondary Bursaries, open to pupils who, having obtained the Intermediate Certificate, propose to continue their education at a Secondary School. These Bursaries are of the value of 6*l.* per annum, with the addition of a maintenance allowance at the Committee's discretion. Junior Students have the first claim on them.

(2). Intermediate Bursaries, open to pupils who, having passed the qualifying Examination, have proceeded or are about to proceed to an Intermediate or Secondary School. For scholars not over 14, the value of the Bursary is 2*l.* 10*s.*, and for scholars over 14, 4*l.*; a maintenance allowance may also be given.

As far as possible, the Bursaries will be equitably distributed over the schools from which applicants are drawn - - - - - - - £107

CAITHNESS COUNTY.

	£	*s.*	*d.*
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897 - - - - -	559	14	11
" " " " 19*th March* 1906 - - - - -	189	6	10
Contributions by local authorities - - - - - - -	185	6	5

Scheme approved, 28*th January* 1907.

Allocation of grant:—

I. Subsidies to the following schools, subject in each case to a maximum of seven-eighths of the certified deficiency, and to the condition that candidates must be successfully presented for the Intermediate Certificate :—

	£.
Thurso Miller Institution Higher Grade Public School - - - - - - - - -	80
Wick (Burgh) Pulteneytown Academy Higher Grade Public School - - - - - -	80
Latheron, Lybster Higher Grade Public School -	70
Olrig, Castletown Higher Grade Public School -	50
Halkirk Higher Grade Public School - - -	50
Keiss Public School (Provisionally) - - -	40

II. (1) Nine (or ten) Parish Bursaries (three to Latheron, two to Halkirk, one each to Olrig, Dunnet, and Watten, and one to Reay, under certain conditions, and (provisionally) one to an eligible applicant attending Keiss Public School) of 10*l.* each, tenable for two years at an approved Higher Grade School, to scholars in attendance at public or state-aided schools (other than those under Head I.) in the parish to which Bursaries are assigned. Candidates must be qualified in terms of Article 29 of the Code, and under fourteen years of age. No grant is payable where residence from home is unnecessary, but travelling expenses to an amount not exceeding 5*l.* are paid where a pupil resides more than three miles from school.

(2) Ten County Bursaries (four of 5*l.*, two of 7*l.* 10*s.*, and four of 10*l.*) tenable for two years at an approved Higher Grade School by candidates over fourteen and under sixteen in attendance at a Higher Grade School or school with a Secondary Department. The amount of the Bursary varies in each case according to the distance of the school from the pupil's home.

(3) One Technical Bursary of 30*l.*, tenable for three years at Golspie, Sutherland Technical Higher Grade School. Conditions of award similar to those of Parish Bursaries.

III. Premiums of 2*l.* to Head Teachers of schools other than those under Head I., for each candidate obtaining a Bursary under Head II. (1), and thereafter attending a Higher Grade School for at least one year.

IV. Grants not exceeding 5*l.* to rural School Boards towards cost of providing permanent apparatus for teaching technical subjects in Continuation Classes.

V. Nine Bursaries or Maintenance Allowances of not less than 8*l.* or more than 15*l.* to Junior Students.

VI. Expenses of Committee.

CLACKMANNAN COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	538	17	11
„ „ „ „ 19*th March* 1906	178	7	4
Contributions by local authorities	13	9	9

Scheme approved on 17*th January* 1907.

Allocation of grant :—

I. Fixed Grants as follows :—	£
1. To the School Board of Alloa (Burgh)	200
2. „ „ „ „ „ Alloa (Landward)	25
3. „ „ „ „ „ Alva	130
4. „ „ „ „ „ Clackmannan	25
5. „ „ „ „ „ Tillicoultry	40

The sums provided for the School Boards of Clackmannan and Alloa (Landward) to be paid to the School Board of Alloa (Burgh) on condition that pupils from those two districts be admitted to Alloa Academy on the same terms as pupils from Alloa Burgh.

	£
6. To Dollar Institution	100

	£	s.	d.
II. Bursaries, to Junior Students, of 6*l.* for the first year, and 9*l.* for the second, with fees (not exceeding 5*l.*) and travelling expenses	178	0	0
III. Expenses of Committee	38	10	10

DUMBARTON COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	1,410	3	10
„ „ „ 19*th March* 1906	636	18	10

Scheme approved, 8*th December* 1906.

Allocation of Grant :—

I. Grants to the following Schools :—

	£
Bonhill, Vale of Leven Academy Higher Grade Public School	200
Dumbarton Burgh Academy Higher Grade Public School	200
Lenzie Academy Higher Grade Public School	150
New Kilpatrick Higher Grade Public School	150
Old Kilpatrick, Clydebank Higher Grade Public School	200
Row, Helensburgh Hermitage Higher Grade Public School	200

II. (1) Intermediate Bursaries of 2*l.* for each of the first two years and 5*l.* for the third year, open to pupils over 12 who have passed the qualifying examination, and are prepared to enrol in an Intermediate or Secondary School. As far as possible, the Bursaries will be equitably distributed over all the schools in the county.

(2) Secondary Bursaries of 15*l.* per annum, open to pupils who have obtained the Intermediate Certificate; tenable for three years at an Intermediate or Secondary School approved by the Committee, and, in the case of Junior Students (who have first claim on these Bursaries) at a Centre approved by the Department.

Bursars may make a representation with regard to their travelling expenses.

DUMFRIES COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10th June 1897 - - - - -	970	16	1
„ „ „ „ 19*th March* 1906 - - - - -	405	13	9
Contributions by local authorities - - - - - - -	1,092	4	11

Scheme approved, 19*th January* 1907.

Allocation of grant :—

SECONDARY EDUCATION.

1. The "Selected Schools" are :—Dumfries Academy, Annan Academy Higher Grade Public School, Dryfesdale, Lockerbie Academy Higher Grade Public School, Langholm Academy Higher Grade Public School, Moffat Academy Higher Grade Public School, and Closeburn Wallace Hall Academy.

2. Fixed grant to Dumfries Academy = 200*l*.

3. Grants to the "Selected Schools" in proportion to population and valuation of districts served = 500*l*.

4. Grants to the "Selected Schools" in proportion to the average attendance of scholars qualified in terms of Article 29 of the Code = 500*l*.

5. No grant may exceed three times the amount of the contribution from rates in aid of the advanced department. Part of the grants may be used in support of approved classes under Divisions II., III. and IV. of the Continuation Class Code, but to an extent not exceeding one-fourth of the total expenditure on such classes.

6. Grants towards the provision of science and art apparatus = 50*l*.

7. Building grant on certain conditions to Closeburn Wallace Hall Academy = (balance of 225*l*).

8. Intermediate Bursaries tenable at schools under Head I.—**A.** Bursaries, &c., under paragraph 8 of previous schemes. **B.** Not more than 40 Bursaries of 2*l*., to be increased by 5*l*. if student resides over three miles away, and by 15*l*. if residence from home is necessary. Candidates must be not more than 15 years of age.

9. Secondary Bursaries tenable at Dumfries Academy.—**A.** Bursaries, &c., under paragraph 9 of previous schemes. **B.** Not more than 10 Bursaries of 10*l*. to Junior Students and 5*l*. to others (with free education), to be increased by 5*l*. if candidate resides over three miles away, and by 15*l*. when resident from home is necessary. Tenable for not more than three years.

TECHNICAL INSTRUCTION.

10. To the West of Scotland Agricultural College = 150*l*.

11. One Bursary of 25*l*. (and such other Bursaries as the Committee may determine), open to candidates over 16, and tenable for two years at The West of Scotland Agricultural College. Bursar must regularly attend full course of classes that will qualify him to go forward for the national diploma in agriculture.

12. Three Bursaries of 5*l*., tenable for one year at the West of Scotland Agricultural College. Bursars must attend regularly (*a*) one class in the college or (*b*) the special short course of lectures for farmers, &c., and must pay their own class fees.

13. Allowances of 2*s*. per day, with class fees and railway fare, to students attending for at least six consecutive days' instruction at Kilmarnock Dairy School.

14. A sum in the Committee's discretion towards the maintenance and instruction of blind youths not under 16 years of age at the Royal Blind Asylum, Edinburgh, or other approved institution.

15. 50*l*. for agricultural experiments, instruction in agriculture, bee-keeping, &c.

16. 125*l*. for expenses of Committee.

DUNDEE BURGH.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897 - - - -	1,911	17	9
„ „ „ „ 19*th March* 1906 - - - - -	900	19	10

Scheme approved, 4*th January* 1907.

Allocation of grant :—

I. Expenses of Committee = 80*l.*

II. To Dundee High School = 1,050*l.*

„ Dundee Morgan Academy Higher Grade Public School } £950.
„ „ Harris „ „ „ „ „

These grants are conditional upon the provision of certain free places.

III. (A.) Intermediate Bursaries, to such number as the funds will allow, open to candidates qualified in terms of Article 29 of the Code, tenable for three years (or until the Intermediate Certificate be obtained), and entitling the holder to free education, &c., at one of the schools under Head II. Maintenance allowances of not more than 5*l.* may be made to the parents of pupils over 14 in specially deserving cases.

(B.) Secondary Bursaries, to such number as the funds will allow, open to pupils who hold the Intermediate Certificate, tenable for two years (or until the Leaving Certificate, or an equivalent, be obtained), and entitling the holder to free education, &c., at one of the schools under Head I. Further allowances of 10*l.* to girls and 12*l.* to boys may also be made.

IV. Placed at the disposal of the School Board on behalf of Junior Students = 80*l.*

EDINBURGH CITY.

Grant for year ended 31*st March* 1907 :—	£.	s.	d.
Under the Minute of 10*th June* 1897 - - - - -	3,568	10	5
„ „ „ „ 19*th March* 1906 - - - - -	1,772	18	2

Scheme approved, 12*th December* 1906.

Allocation of grant :—

Grants to five Higher Class Schools conditional upon the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.* £
1. To Edinburgh Royal High School - -	40 (for boys) -	850
2. To Edinburgh George Watson's Boys' College - - - - - - -	24 („ „) -	200
3. To Edinburgh Daniel Stewart's College	24 („ „) -	200
5. To Edinburgh Ladies' College - -	52 („ girls) -	650
6. To Edinburgh George Watson's Ladies' College - - - - - -	28 („ „) -	350
4. In connection with the establishment of 40 Scholarships at Edinburgh, George Heriot's School - - - - -		200

7. Towards salaries of teachers, and provision of books, &c., in the following schools :—

		£
Edinburgh Boroughmuir Higher Grade Public School - - - - - - - - - Edinburgh Broughton Higher Grade Public School - - - - - - - - -	Edinburgh School Board.	635
Edinburgh James Gillespie's Higher Grade School - -		210
Edinburgh Church of Scotland Normal Practising Higher Grade School - - - - - - - - - -		50
Edinburgh Normal and Model United Free Church Higher Grade School - - - - - - - - -		50

8. To Edinburgh School Board for the provision of Bursaries or Maintenance Allowances for Junior Students and for the preliminary instruction of pupils who have not yet obtained the Intermediate Certificate - - -	£1,100

9. Balance to be reserved for similar Bursaries and Allowances to be warded by the Committee.

EDINBURGH COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897 - - - - -	1,192	17	2
" " " " 19*th March* 1906 - - - - -	522	11	1
Contributions by local authorities - - - - - -	1,240	3	6

Secondary and Technical Scheme approved, 14*th December* 1906.

Allocation of grant:—

SECONDARY EDUCATION.

I. (1) 70*l.* to each of the following schools, provided that the grant shall in no case exceed three-fourths of the certified deficiency :—

Colinton, Juniper Green Higher Grade Public School.
Dalkeith (Burgh), King's Park Higher Grade Public School.
Lasswade Higher Grade Public School.
Musselburgh Grammar Higher Grade Public School.
Penicuik Higher Grade Public School.
West Calder Higher Grade Public School.

(2) The above grant to be increased to 75*l.* where admission is given to not less than fifteen qualified scholars not in receipt of Bursaries, whose railway fares are paid by the Committee, and to 80*l.* where twenty or more are admitted.

(3) Travelling Expenses to scholars qualified in terms of Article 29 of the Code to enable them to attend the Schools under Head I. (1).

II. (1) Twelve Intermediate Bursaries, tenable for three sessions, to be awarded by competitive examination to scholars under 13, qualified in terms of Article 29 of the Code, of 1*l.* up to the age of fourteen, 2*l.* at end of session in which Bursar attains fourteen, 5*l.* at end of second session, and 12*l.* at end of third session; a further sum may be allowed for travelling expenses.

(2) Six Supplementary Bursaries of 1*l.*, which may be increased at the end of the second and third sessions to 3*l.* 10*s.* and 7*l.* 10*s.* respectively, tenable on similar conditions to those for Intermediate Bursaries, on the principle of one Bursary to each school in the county, provided that no Bursary shall be given in the case of schools holding an Intermediate Bursary.

(3) Five County Bursaries of 15*l.*, with travelling expenses, tenable for two sessions, and in exceptional cases for three, by scholars who hold the Intermediate Certificate and who propose to study for the Leaving Certificate or Junior Student Certificate.

III. Capitation grants of 10*s.* and 7*s.* 6*d.* to Head Teachers of Elementary Schools for each Scholar qualified in terms of Article 29 of the Code, transferred to, and remaining for one session at, Higher Grade Schools or Higher Departments.

IV. Bursaries of 10*l.*, with travelling expenses, to fifteen scholars nominated as Junior Students, tenable for two years at the nearest Junior Student Centre, whether in the county or not.

TECHNICAL EDUCATION.

	£	s.	d.
I. To Edinburgh and East of Scotland College of Agriculture	400	0	0
" " Heriot-Watt College - - - - - -	150	0	0
" The Queen Victoria Jubilee Institute for Nurses -	20	0	0

		£	s.	d
II. Women's Subjects, as follows :—				
Dressmaking	about	179	16	6
Cookery and Laundry	„	176	6	9
Sewing		9	0	0
III. Local Technical Classes as follows :—				
Machine Construction and Drawing Shorthand		83	19	4
Mathematics Electricity and Magnetism		43	13	4
Agriculture and Veterinary		12	2	10
Poultry-keeping		5	0	0
IV. Two Scholarships, of 40*l.* each, to mining students tenable at the Day Classes at Edinburgh, Heriot-Watt College. (One half of the cost is contributed by the Scotch Education Department)		40	0	0
V. Travelling expenses of students at the Evening Classes at Edinburgh, Heriot-Watt College		217	10	11
VI.-VIII. Expenses of Administration, etc.		252	19	8

ELGIN COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	672	12	10
„ „ „ 19*th March* 1906	248	15	2
Contributions by local authorities	212	10	1

Scheme approved 23*rd January* 1907.

Allocation of grant :—

I.—Secondary Education.

1 (a.) Grants to the following schools, on condition that free secondary education is given to pupils obtaining grants under Head 2 :—

	£
Elgin Academy	285
Bellie, Fochabers, Milne's Institution Higher Grade School	40
Forres (Burgh) Higher Grade Public School	50
Cromdale, Grantown Higher Grade Public School	50
Rothes Higher Grade Public School	20

(b) Grants to Teachers in respect of scholars qualified in terms of Article 29 of the Code who are transferred to a Higher Grade Department, and remain there for a reasonable time.

2. Two Bursaries of 20*l.*, and five of 10*l.*, with free education at the nearest or most convenient centre school, to pupils in certain specified parishes ; two additional Bursaries of 10*l.* to pupils in outlying districts ; and 32 grants of 3*l.*, with free railway ticket and free education, to pupils in various parishes. These privileges will not be continued for more than four years, except in special circumstances.

3. Candidates for admission to centre schools must have passed the Qualifying Examination (Article 29 of the Code), and ordinarily must be under 14 ; selection is made by competitive examination.

II.—Training of Teachers.

(a) Bursaries of 8*l.* each to Junior Students.

(b) „ „ 3*l.* „ „ pupils preparing for the Intermediate Certificate. In each case a further allowance may be given for travelling and other expenses.

III.—Technical Education.

1. To Elgin Victoria School of Science and Art	£80
To each of the first three Higher Grade Schools under Head I., 20*l.*	£60

2. One Bursary of 20*l.*, tenable at a recognised technical school or college, or at the North or East of England Colleges of Agriculture.

3. Grants to assist Teachers in attending Vacation Courses at home or abroad, in terms of Article 91 (d) of the Code = 10*l.*

FIFE COUNTY.

	£	*s.*	*d.*
Grant for year ended 31st March 1907 :—			
Under the Minute of 10th June 1897	2,524	7	9
„ „ „ „ *19th March 1906*	1,223	7	3
Contributions by local authorities	2,489	3	7

Secondary and Technical Schemes approved, 6th December 1906.

Allocation of grant :—

SECONDARY EDUCATION.

I. Secondary Schools.—Payment of three-fourths (normally) of the deficiency, exclusive of Committee's grant, to the first two schools named below, and of the whole deficiency to the other three, but not exceeding the following sums :—

	£
Dunfermline High School	140
Kirkcaldy High School	140
Cupar, Bell Baxter School	140
Anstruther, Waid Academy	140
St. Andrews' Madras College	140

II. Intermediate Schools.—Payment of three-fourths (normally) of the deficiency exclusive of the Committee's grant, but not exceeding the following sums :—

	£
Burntisland (Burgh) Higher Grade Public School	90
Ferryport-on-Craig „ „ „ „	90
Forgan, Newport „ „ „ „	90
Newburgh „ „ „ „	90
Scoonie, Leven „ „ „ „	90

III. Intermediate Bursaries, of the minimum value of 1*l.* (plus fees, not exceeding 5*l.* a year, to pupils attending a Secondary School) with travelling and maintenance allowances, according to circumstances; open to pupils qualified in terms of Article 29 of the Code, who have proceeded or are about to proceed to an Intermediate or Secondary School; and tenable for three years. As far as possible these bursaries will be equitably distributed over the schools from which applicants are drawn = 1,200*l.*

IV. Secondary Bursaries, of the normal value of 10*l.*, but varying according to circumstances; tenable for three years; open to Junior Students and to pupils other than Junior Students who have obtained the Intermediate Certificate and who propose to continue their education at a Secondary School or Junior Student Centre = 1,000*l.*

VI. Payments to Head-masters, for each duly qualified pupil who has passed into and intends to remain not less than three years at an approved Secondary or Intermediate School. Preferential treatment to be given to teachers of schools unfavourably situated as regards travelling facilities to nearest Secondary or Intermediate School = 100*l.*

VII. Capitation Grants and County Bursaries under previous scheme

VIII. Books to scholars in any Higher Class School for whom such assistance seems desirable, if funds permit.

IX. Expenses of Committee = 200*l.*

X. Any unexpended balance to be placed to a Reserve Fund.

TECHNICAL INSTRUCTION.

XIV. (1.) (*a*) Grants for Science, Drawing, or other approved form of Technical Instruction, of not more than 25*l.* nor more than three-fourths of a certified deficiency, to Higher Grade Schools situated in Burghs contributing the whole of their Residue Grant to the County Committee = 150*l.*

(*b*) Grants to School Boards to assist in providing instruction in such subjects as Health Lectures, Cookery, Laundry, and Housewifery, in Supplementary Courses = 100*l.*

(2.) (*a*) Grant to Edinburgh and East of Scotland College of Agriculture = 250*l.*

(*b*) Bursaries to enable young farmers to attend Special Month's Course = 20*l.*

(*c*) Bursaries to enable young women to attend Kilmarnock Dairying Course = 10*l.*

(*d*) Grants for establishing School Gardens, Apparatus, &c. = 20*l.*

(*e*) Grants, Medals, and Certificates for ploughmen = 20*l.*

(*f*) Local expenses and printing = 30*l.*

(3.) Lecture Courses (not under the Continuation Class Code) in :—

	£
(*a*) Health Lectures	100
(*b*) Ambulance	50
(*c*) Scientific Lectures	20
(*d*) Literary Lectures	20

(4.) Specialised subjects under Divisions II. and III. of the Continuation Class Code :—

(*a*) Central Classes under the County Committee = 1,400*l.*

(*b*) Classes conducted by Burgh School Boards.—Subsidies not exceeding three-fourths of the deficiency, and determined after consideration of the amount contributed by the Local Town Council, and the provision made under head 4 (*a*) = 800*l.*

(*c*) Classes conducted by Parish School Boards.—Sums equal to three-fourths of the deficiency, but not exceeding 10*l.* for any one school = 200*l.*

For subjects under Divisions I. and IV. of the Continuation Class Code :—

(*d*) To Parish School Boards, for rural classes, grants not exceeding 3*l.* on condition that provision is made for higher instruction under Divisions II. or III. = 50*l.*

(5.) Teachers' Classes = 250*l.*

(6.) (*a*) Junior Scholarships (Article 79 (*a*) Continuation Class Code) of 10*s.* to 5*l.* each, which may be increased from 1*l* to 10*l.* by the Department, tenable for one year or longer = 50*l.*

(*b*) Three Senior Scholarships (Article 79 (*b*) Continuation Class Code) of 25*l.* per annum, which may be increased to 50*l.* by the Department, open only to students at classes under the Committee, and tenable for three years = 75*l.*

(*c*) Towards travelling expenses of students at Central Classes = 25*l.*

(*d*) Prizes for Committee's Central Classes = 10*l.*

(7.) Expenses of Administration = 560*l.*

FORFAR COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	1,505	9	4
" " " " 19*th March* 1906	687	1	8

Scheme approved, 22*nd December* 1906.

Allocation of grant :—	£
I. To Arbroath High School	300
" Brechin High School	300
" Forfar Academy	300
" Montrose Academy	300
II. " Broughty Ferry, Grove Academy Higher Grade Public School	230
" Kirriemuir, Webster's Seminary Higher Grade Public School	165

The payment of the above grants is conditional upon the provision of Free Scholarships for the Bursars appointed by the Committee.

III. (**A**) Intermediate Bursaries, entitling the holders to Free Education at an approved Higher Grade or Secondary School, open to pupils qualified in terms of Article 29 of the Code, who are prepared to continue at school for at least three years or until the Intermediate Certificate is obtained. Pupils over 14 whose parents are in necessitous circumstances may also receive a maintenance allowance of not more than 5*l.* a year.

(**B**) Secondary Bursaries, entitling the holders to Free Education at an approved Higher Grade or Secondary School and to an allowance in the Committee's discretion of 12*l.* to girls and 15*l.* to boys ; open to pupils in attendance at a Secondary or Higher Grade School who have obtained the Intermediate Certificate ; and tenable for not more than three years.

IV. Capitation Grants.—State-aided day schools in the county (except those in Dundee, Arbroath, Brechin, Forfar, Montrose, Broughton Ferry, and Kirriemuir) may receive 1*l.* for each scholar who qualifies in terms of Article 29 of the Code and completes a first year's course in a recognised Higher Grade or Secondary School ; but no one school may receive more than 5*l.*

VII. Expenses of Committee = 70*l.*

GLASGOW BURGH.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	6,822	1	0
" " " " 19*th March* 1906	3,485	5	10

Scheme approved on 13*th December* 1906.

Allocation of grant :—

I. Grants to the following schools, conditional upon the provision of free scholarships for specified numbers of scholars who have previously attended State-aided schools in the school board district of Glasgow :—

	No. of free scholarships.	£
Glasgow High School (boys)	60	1,600
" " " for Girls	60	880
" Hutchesons' Grammar Schools (boys and girls jointly)	48	600
" Allan Glen's School (boys)	42	600
" St. Aloysius' College (boys)	30	250
" St. Mungo's Academy, Higher Grade Roman Catholic School (boys)		250
" Our Lady and St. Francis' Higher Grade Roman Catholic School (girls)		200
Govan Dowanhill Roman Catholic Practising Higher Grade School (girls)	30	50

	No. of free scholarships.	£
Glasgow, John Street, Bridgeton Higher Grade Public School	150 (boys and girls)	1,950
„ Kent Road Higher Grade Public School		
„ Provanside „ „ „ „		
„ Whitehill „ „ „ „		
„ Woodside „ „ „ „		
Continuation Classes for higher instruction under the School Board		340
To Glasgow Athenæum Commercial College		150

II. Bursaries for Junior Students (boys 17*l.* 10*s.*, girls 15*l.*), and for pupils preparing for the Intermediate Certificate (boys 12*l.*, girls 10*l.*), allocated as follows:—

	£.
Candidates nominated by the School Board of Glasgow	1,250
Candidates from Voluntary Schools, nominated by the Committee	750

III. Balance of 1,483*l.* 12*s.* 9*d.*, subject to expenses of Committee, to be carried forward to next year.

GOVAN PARISH.

Grant for year ended 31*st March* 1907:—	£	s.	d.
Under the Minute of 10*th June* 1897	2,409	16	3
„ „ „ „ 19*th March* 1906	1,163	1	2
Contributions by local authorities	400	0	0

Scheme approved 6*th November* 1906.

Allocation of grant:—

A. Expenses of Committee.

B. Grants to the following schools, on condition that 240 scholarships are provided in the first four, and twelve in the last one, the other two being free schools:—

	£.
Govan Hillhead School	600
„ Pollokshields, Albert Road Higher Grade Public School	335
„ Bellahouston Academy „ „ „ „	380
„ Partick, Hamilton Crescent „ „ „ „	370
„ Strathbungo Higher Grade Public School	320
„ Fairfield „ „ „ „	325
„ Dowanhill Roman Catholic Practising Higher Grade School	200

C. To Roman Catholic Schools (for this year only). Towards the cost of fees and books for scholars who have already proceeded to the higher departments of certain specified schools - - - 150

D. To Govan Parish School Board for promotion of Secondary Education under the Continuation Class Code - - - - - 120

E. (1). To Govan Parish School Board a sum sufficient to provide a limited number of (*a*) Secondary Bursaries, of 17*l.* 10*s.* for boys and 15*l.* for Girls, open to scholars who have obtained the Intermediate Certificate and are continuing their education at a recognised central school, and (*b*) Intermediate Bursaries of the minimum value of 5*l.* open to scholars who, having passed the qualifying examination, are preparing for the award of the Intermediate Certificate. Junior Students have first claim on the Secondary Bursaries.

(2). Committee to provide similar bursaries for a limited number of scholars from Voluntary Schools in the parish.

HADDINGTON COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	610	13	6
„ „ „ „ 19*th March* 1906	216	2	11
Contributions by local authorities	64	9	11

Scheme approved, 17*th January* 1907.

Allocation of grant :—

A. Secondary Education.

	£.
1. (a). To Haddington Knox Institute	100
„ North Berwick High School	100
(b). „ Dunbar (Burgh) Higher Grade Public School	40
2. Secondary Bursaries, of amounts dependent on expenditure incurred on travelling, maintenance, books or fees, open to pupils holding the Intermediate Certificate, and tenable for not more than three years or until the Leaving Certificate or Junior Student Certificate is obtained	112

3. (a). A Bursary of 5*l.* for not more than one year to scholars who, having qualified in terms of Article 29 of the Code at any State-aided schools other than those receiving a slump grant, attend a Higher Class or Higher Grade School in the County. (To be superseded after this year by Section (3) c.)

	£.
(b). Towards travelling expenses of holders of last year's Bursaries	60
(c). Intermediate Bursaries of amounts calculated on the same principles as the Secondary Bursaries, tenable by pupils qualified in terms of Article 29 of the Code who intend to study for the Intermediate Certificate, at any school with a curriculum approved for that purpose	280
Expenses of Committee	30

B. Technical Education.

	£	s.	d.
To North Berwick High School for physical laboratory apparatus and teachers' salaries (including sum voted last year and interest)	68	2	3

INVERNESS COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	1,156	14	5
„ „ „ „ 19*th March* 1906	503	10	9
Contributions by local authorities	311	5	7

Scheme approved 8*th December* 1906.

Allocation of grant :—

I.—Secondary Education.

A. Bursaries :—

I. Intermediate Bursaries, awarded as far as possible on the principle of one Bursary to each Primary School, tenable for three years at schools recognised as qualified to prepare for the Intermediate Certificate. A limited number, of a minimum value of 3*l.*, are open to pupils who have attended an Intermediate or Secondary School for at least one year, and who are fourteen years of age. Applicants from Primary Schools must have attended thereat for at least one year, must be between 12 and 15 years of age, and must have passed the Qualifying Examiation (Art. 29 of the Code); the value of the Bursary for the first year in these cases is not less than 3*l.*, or, where continuous residence from home is involved, not less than 15*l.* Payment of travelling expenses may also be made where necessary, and a premium may be paid to the teacher for each successful pupil.

II. Secondary Bursaries open to pupils (with a preference to Junior Students) who, having gained the Intermediate Certificate, proceed to or continue at schools recognised as qualified to prepare for the full Leaving Certificate, of the maximum value of 20*l*. where continuous residence from home is necessary, and in other cases, of amounts determined by the particular circumstances of each case.

B. Subsidies to Intermediate and Secondary Schools :—

(a) To Inverness Royal Academy, on condition that free education be given to the Committee's Bursars = 100*l*.

(b) A commuted and inclusive payment of 50*l*. to each of the following schools :—

Kilmallie, Fort-William Higher Grade Public School.
Kingussie Higher Grade Public School.
Portree ” ” ” ”
Urquhart, &c., Glen Urquhart Higher Grade Public School.

Expenses of Committee = 90*l*.

II.—Technical Education.

A. Bursaries under previous schemes.

B. Courses for the further instruction of Pupil Teachers (under the Continuation Class Code).

C. Special Grant of 75*l*. to Inverness (Burgh) High Higher Grade Public School, on condition that the School, with its Technical and Science Staff and equipment be available to County Pupils or Teachers.

D. A grant of 50*l*. to Aberdeen and North of Scotland Agricultural College.

The Committee reserve the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education.

KINCARDINE COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897	534	19	4
” ” 19*th March* 1906	176	6	0
Contributions by local authorities	241	1	0

Scheme approved, 28*th January* 1907.

Allocation of grant :—

	£
1. To Stonehaven Mackie Academy, conditional upon the provision of ten free places	360
2. To Montrose Academy, conditional upon the provision of six free places	6
3. To Banchory-Ternan Central Public School, to assist in obtaining Higher Grade recognition	60

4. (1) Secondary Bursaries, open to pupils who, having obtained the Intermediate Certificate, desire to continue their education at a Secondary School, and tenable for three years (or until the Leaving Certificate or Junior Student Certificate is obtained) at a school approved by the Department in the case of Junior Students, and at any Secondary School in the county or within four miles thereof in the case of other pupils.

(2) Intermediate Bursaries tenable, as a rule for three years, open to pupils who are, ordinarily, under 13 and who, having qualified in terms of Article 29 of the Code, desire to proceed to an Intermediate or Secondary School to obtain the Intermediate Certificate.

As far as possible, the Bursaries will be distributed over the parishes from which applicants are drawn, on the principle of one Bursary to a Parish.

5. A sum of 15*s*. for teachers, on account of each pupil passing into and remaining at least one year at a school in which Bursaries under Head 4 (2) may be held.

6. For travelling expenses of teachers obtaining a diploma after a course of instruction under Article 55 of the Regulations for the Preliminary Education, &c., of Teachers = 40*l.*

7. To schools other than those under Heads 1 to 3, for classes under the Continuation Class Code, under certain conditions, a grant of 3*s.* 4*d.* for theoretical, and 6*s.* 8*d.* for practical instruction per pupil per hour per week, for a minimum session of 15 weeks.

8. Balance, subject to expenses of Committee, to remain in hand for future application.

KINROSS COUNTY.

Grant for year ended 31*st March* 1907 :—	£	*s.*	*d.*
Under the Minute of 10*th June* 1897 - - - - - -	275	10	2
" " " " 19*th March* 1906 - - - - -	39	14	10

Scheme approved, 30*th January* 1907.

Allocation of grant :—

A. Intermediate Bursaries, of amounts varying according to the circumstances of each case, but not exceeding 3*l.* for the first two years and 5*l.* for the third, in addition to school fees and travelling expenses; open to candidates who have passed the Qualifying Examination (preference being given to those who pass between 12 and 13) and who intend to enter an approved school to study for the Intermediate Certificate. The Bursaries will be awarded as far as possible on the principle of one Bursary to each school with a qualified Candidate.

B. Secondary Bursaries, awarded by methods similar to those for the Intermediate Bursaries, of amounts not exceeding 8*l.* for the first year, 9*l.* for the second, and 10*l.* for the third, in addition to fees and travelling expenses, and tenable for two years, with an extension of one year if necessary, at approved schools, by pupils nominated as Junior Students, and others who have obtained the Intermediate Certificate or similar qualification.

KIRKCUDBRIGHT COUNTY.

Grant for year ended 31*st March* 1907 :—	£	*s.*	*d.*
Under the Minute of 10*th June* 1897 - - - - -	619	13	3
" " " 19*th March* 1906 - - - - -	220	17	6
Contributions by local authorities - - - - - - -	310	1	5

Scheme approved, 15*th January* 1907.

Allocation of grant :—

I.—SECONDARY EDUCATION FUNDS.

3. The grants to schools are conditional upon the provision of free education in terms of section 2 of Head 8 below.

	£
4. To Kirkcudbright Academy - - - - - - - - -	200
5. To Dumfries Academy - - - - - - - - -	90
To Newton Stewart, Ewart and Douglas High Schools - -	45

6. Payment of fees to the above three schools on account of the Committee's Bursars in excess of 20 at Kirkcudbright Academy, 12 at Dumfries Academy, and 6 at Newton Stewart, Ewart and Douglas High Schools.

	£
7. To Kelton, Castle-Douglas Higher Grade Public School - -	90
To Urr, Dalbeattie " " " " - -	90

8. (1) (*a*) Secondary Bursaries, of not less than 10*l.*, and (*b*) Intermediate Bursaries, of not less than 5*l.*, but these amounts may be increased in special circumstances.

(2) Free Places, as follows:—12 at Kirkcudbright Academy, 8 at Dumfries Academy, and 4 at the Ewart and Douglas High Schools. The Bursaries and Free Places to be equitably distributed over the schools having qualified applicants = (about) 300*l.*

9. (1) Secondary Bursaries are open only to Candidates who hold the Intermediate Certificate, and who agree to follow either an approved Junior Student Course, or a curriculum leading up to the leaving certificate preference to be given to the claims of Junior Students.

Intermediate Bursaries and Free Places are open to pupils, not over 13, who agree to study for the Intermediate Certificate; for the former, pupils must reside more, and for the latter less, than four miles from one of the schools under Heads 4, 5 and 7.

(2) Bursaries and Free Places are tenable for three years, or until the award of the certificate aimed at in each case, and in addition to the Bursary will entitle the holder (*a*) of a Secondary Bursary to free education at an approved centre; (*b*) of an Intermediate Bursary to free secondary and technical education according to the curriculum of the school attended, and (*c*) of a Free Place to free secondary and technical education according to the curriculum of the school in which the Free Place is held.

II.—Technical Education Funds.

	£.
11. From the contribution by the County Council:—	
To Kelton, Castle Douglas Higher Grade Public School	70
To Urr, Dalbeattie ” ” ” ”	70
To Kirkcudbright Academy	60
12. Towards Bursaries under Head 8	60

13. Grants handed over by the Burgh of Kirkcudbright, and by the Town Councils of Castle Douglas and Maxwelltown, to be paid to the following schools respectively:—

	£	*s.*	*d.*
Kirkcudbright Academy	20	1	5
Kelton Castle Douglas Higher Grade Public School	20	0	0
Dumfries Academy	10	0	0
Expenses of Committee	40	0	0

LANARK COUNTY.

Grant for year ended 31*st March* 1907:—	£	*s.*	*d*
Under the Minute of 10*th June* 1897	5,333	5	2
” ” ” ” 19*th March* 1906	2,701	14	4

Scheme approved 16*th October* 1906.

Allocation of grant:—	£.
(a) Expenses of Committee	150
(b) Special grant to Hamilton Academy	200
(c) Additional fixed grant to Hamilton Academy	450
(d) Capitation Grants, ordinarily of 2*l.* 2*s.* per pupil (but not exceeding three-fourths of the certified deficiency) on the average attendance of pupils who have passed the Qualifying Examination, to the following schools	3,387

Airdrie Academy Higher Grade Public School.
Avondale, Strathaven Academy Higher Grade Public School.
Biggar High Higher Grade Public School.
Bothwell, Bellshill Academy Higher Grade Public School.
Bothwell, Elmwood Convent Higher Grade Roman Catholic School.
Bothwell, Uddingston Grammar Higher Grade Public School.
Cambuslang, West Coats Higher Grade Public School.
Cambusnethan, Wishaw Higher Grade Public School.
Carluke Higher Grade Public School.
Dalziel High Higher Grade Public School.
Dalziel, Motherwell Higher Grade Roman Catholic School.
Hamilton (Landward), Low Waters Higher Grade Public School
Lanark (Burgh) Grammar Higher Grade Public School.
Larkhall Academy Higher Grade Public School.
Lesmahagow Senior Higher Grade Public School.

Maryhill, North Kelvinside Higher Grade Public School.
Old Monkland, Coatbridge Higher Grade Public School.
Shettleston, Eastbank Higher Grade Public School.
Springburn Higher Grade Public School.

Lenzie Academy Higher Grade Public School
(In respect of pupils from Lanarkshire).

Fee-paying schools must provide free places, to be at the disposal of the Committee, at the rate of one for every 10*l.* of grant obtained.

(e) A Grant of 1*l.* 10*s.* to the headmaster of any non-central school, for each pupil who has passed the Qualifying Examination, and has completed one year in an approved Secondary Department = 600*l.*

(f) Payments to Bursars under former schemes = 670*l.*

(g) 1. Secondary Bursaries, of the minimum value of 10*l.*, open to pupils who, having obtained the Intermediate Certificate, propose to continue their education at a Secondary School. Junior students have first claim on these Bursaries.

2. Intermediate Bursaries, of the minimum value of 5*l.*, open to pupils who, having passed the Qualifying Examination, have proceeded or are about to proceed to an Intermediate or Secondary School to study for the Intermediate Certificate; preference given to pupils whose attendance at a central school will involve outlay on travelling or maintenance; other pupils must be over 14.

Bursaries will be equitably distributed, as far as possible, over the schools from which applicants are drawn.

LEITH BURGH.

Grant for year ended 31*st March* 1907 :—

	£	s.	d.
Under the Minute of 10*th June* 1897 - - - - -	1,022	10	3
" " " " 19*th March* 1906 - - - - -	432	18	0

Scheme approved, 13*th December* 1906.

Allocation of grant :—

	£	s.	d.
I. To Leith Academy Higher Grade Public School - -	476	0	0
" " Trinity Academy Higher Grade Public School	176	0	0
II. Two silver medals to the boy and girl obtaining the highest marks in the third year's course at the schools under Head I. - - - - - - - - - -	4	5	0
III. Bursaries, as follows, at the schools under Head I.	638	0	0

Division I.—Twenty-five Intermediate Bursaries, of 2*l.* for each of the first two years, and of 5*l.* for the third, tenable by pupils over 13 years of age qualified in terms of Article 29 of the Code, at one of the schools under Head I. One bursary to be awarded to each school with a qualified applicant in the first place, and thereafter, bursaries to the pupils with the next best records according to the number of applicants from each school.

Division II.—Secondary Bursaries of 8*l.* for the first year, 10*l.* for the second, and 12*l.* for the third in the case of Girls; and of 10*l.* for the first year, 12*l.* for the second, and 15*l.* for the third, in the case of Boys; open to pupils who hold the Intermediate Certificate, and tenable for one, two or three years, according to the Course to be followed.

Of the total of 638*l.* under this Head, 300*l.* or thereabouts to be paid over to the School Board of Leith as required by the Regulations for the Preliminary Education, &c., of Teachers.

IV. To Leith Technical College :—

(a). 50*l.* towards salaries of teachers giving instruction under the Continuation Class Code.

(b). 50*l.* for bursaries, under a special scheme, of amounts ranging from 10*s.* to 2*l.*, and carrying exemption from the payment of fees for the following session.

V. Expenses of Committee = 41*l.* 3*s.* 3*d*

LINLITHGOW COUNTY.

	£	s	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897 - - - -	905	14	4
„ „ „ „ 19*th March* 1906 - - - -	371	8	7
Contributions by local authorities - - - - -	771	8	1

Secondary and Technical Schemes approved, 10th *January*, 1907.

Allocation of grant :—

SECONDARY EDUCATION

	£.
A. (*a*) To Linlithgow Academy - - - - - - -	200

(*b*) One half the certified deficiency, but not exceeding the following amounts, to :—

	£.
Bathgate (Town) Academy Higher Grade School -	180
Bo'ness Academy Higher Grade Public School - -	180
B. (*a*) Secondary Bursaries, of amounts determined by the circumstances of the parents and by the distance of home from school, tenable at an approved school for three years, or until the award of the Leaving Certificate or Junior Student Certificate. Intermediate Bursaries of amounts dependent on circumstances as in the case of Secondary Bursaries, to pupils under 14, tenable for three years, or until the award of the Intermediate Certificate ; and travelling, maintenance, or other expenses of Bursars - - - - - - - - - -	600
(*b*) Expenses of Committee - - - - - - - -	120

C. From any balance, further grants to the schools under Head A, in proportion to their certified deficiencies.

TECHNICAL EDUCATION.

I. Special Technical Classes :—

(*a*) Classes conducted by the Committee in Mining, Building Construction, Machine Construction, Shorthand and Practical Mathematics, for a course of three years, and in Cookery, at Bo'ness, Linlithgow, Bathgate, Broxburn, Fauldhouse and Livingston and a Day Class in Drawing for Pupil Teachers at Bathgate.

Students, excepting Pupil Teachers, living three miles or more from place where Classes are held may be allowed their railway fares, subject to certificates of regular attendance and satisfactory progress.

(*b*) Subject to certificates of regular attendance, students who have satisfactorily attended for three sessions the classes under Head I (*a*) may be allowed fares to enable them to attend more advanced classes outside the County.

(*c*) To the Edinburgh and East of Scotland College of Agriculture :—

	£.
For Experiments and Classes - - - -	100
„ Building (Balance of 100*l.*) - - - -	50

II. The grants to students from a Burgh retaining any portion of its Residue Grant, to be reduced by the amount so retained.

NAIRN COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d
Under the Minute of 10*th June* 1897	292	12	7
„ „ „ „ 19*th March* 1906	48	15	1

Scheme approved 23*rd January* 1907.

Allocation of grant :—

1. Second half of existing 16*l.* Bursary.

2. Instalment of Bursary of 30*l.* awarded under scheme for 1901–2, tenable for four years at a Secondary School.

3. The ordinary school fees at the school named under Head 4 to be paid for pupils not over 13 years of age who have passed the qualifying examination (Article 29 of the Code).

4. Balance, subject to expenses of Committee, to Nairn, Rose's Academical Institution, under certain conditions.

I. Junior Students.—Payment of fees, a grant of 6*l.*, and travelling or other allowances in particular circumstances, for three students nominated by the Committee.

II. Pupils preparing for the Intermediate Certificate.—Payment of fees and a grant of 2*l.*, with travelling and other allowances in certain cases, for one student from each of five specified parishes, and two students from the Burgh of Nairn. Ordinarily, pupils must be over 12 and under 16 years of age, and no grant is payable to pupils under 14 residing within convenient distance of an Intermediate School.

ORKNEY COUNTY.

Grant for year ended 31*st March,* 1907 :—	£	s.	d
Under the Minute of 10*th June* 1897	504	16	6
„ „ „ „ 19*th March* 1906	160	8	8

Scheme approved, 19*th December* 1906.

Allocation of grant :—	£.
1. Expenses of Committee	45
2. To Kirkwall (Burgh) Higher Grade Public School	160
„ Stromness „ „ „ „	90

These grants are conditional upon the provision of free education for the Committee's Bursars, etc.

3. Maintenance Allowances (after providing for Bursaries under previous Schemes) for—

(1) (*a*) Junior Students, and (*b*) Pupils other than Junior Students, who propose to study for the Leaving Certificate.

(2) Candidates for the Intermediate Certificate who are over 12 years of age, have passed the qualifying examination, and are attending approved Centres. Where pupils are under 14, allowances will be payable only in cases where attendance at the Centre involves outlay on travelling and maintenance, etc.

PEEBLES COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	359	13	8
„ „ „ „ 19*th March* 1906	84	0	11

Scheme approved, 18*th February* 1907.

Allocation of grant :—

I. Secondary and Intermediate Bursaries, which may be sufficient to defray—(1) All fees ; (2) Reasonable travelling expenses ; and (3) Maintenance allowances when necessary, awarded as far as possible on the principle of one bursary to each parish with a qualified applicant = 84*l.* 0*s.* 11*d.*

Intermediate Bursaries are tenable for three years, or until the Intermediate Certificate is obtained, by pupils at least 12 years of age, qualified in terms of Article 29 of the Code. Pupils residing within three miles from school are entitled to school fees only (if any).

Secondary Bursaries are tenable for three years at an approved school, or until the Leaving Certificate (or Junior Student Certificate) has been obtained, by pupils who hold the Intermediate Certificate; certain of these bursaries to be reserved for Junior Students.

II. Balance, subject to expenses of Committee, to Peebles Burgh and County High School.

PERTH COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	1,512	4	7
" " 19*th March* 1906	690	13	0

Scheme approved 10*th December* 1906.

Allocation of grant :—

I. Secondary Schools—1,200*l.* to be allocated as follows :—

(1.) Three-fourths of the certified deficiency in the first two cases, and the whole in the last two, but not exceeding the following sums :—

	£.
Perth Academy	480
Callander, McLaren High School	130
Perth, Sharp's Institution	230
Crieff, Morrison's Academy	230

(2.) The balance to be allocated amongst these schools after consideration of the efficiency of each.

II. Intermediate Schools.—250*l.* to be allocated as follows :—

(1.) Three-fourths of the certified deficiency, but not exceeding the following sums, to :—

	£.
Blairgowrie Higher Grade Public School	90
Dull, Aberfeldy " " " "	65
Moulin, Pitlochry " " " "	65

(2.) The balance to be allocated amongst the three schools, after consideration of the efficiency of each.

IV. Expenses of Committee - - - - - - (about) £50.

V. A. Secondary Bursaries, not exceeding 12*l.* each, open to pupils qualified for the Intermediate Certificate, and tenable for not more than three years, ceasing when the holder has obtained the Leaving Certificate. Allowances may also be given, determined by the circumstances of each case.

B. Intermediate Bursaries, of 2*l.* for the first year, 5*l.* for the second, and 8*l.* for the third, to enable pupils who are 12 years of age and have passed the Qualifying Examination (Article 29 of Code) to proceed to or continue at an Intermediate or Secondary School, and tenable for not more than three years; ceasing when the holder has qualified for the Intermediate Certificate. Allowances may also be given, determined by the circumstances of each case.

RENFREW COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897	3,314	2	3
" " " " 19*th March* 1906	1,639	0	1

Scheme approved 1*st January* 1907.

Allocation of grant :—

I. Payment of three-fourths of the certified efficiency, but not exceeding the following sums, to :—

	£
1. Paisley Grammar School and Wm. B. Barbour Academy	400
Greenock Academy	400

			£.
2. Cathcart, Queen's Park Higher Grade Public School			350
Eastwood, Shawland's Academy	„	„	200
Greenock (Burgh), Holmscroft	„	„	350
Neilston, Barrhead	„	„	120
Paisley (Burgh), Camphill	„	„	200
„ „ John Neilson Institution Higher Grade Public School - - - - - - - -			200
Port Glasgow, Jean Street Higher Grade Public School			90

II. County Bursaries as follows:—

1. Secondary Bursaries of not less than 5*l.*, in such numbers as the funds may allow, tenable for two or three years by pupils who hold the Intermediate Certificate, to enable them to attend an approved Secondary or Higher Grade School with a view to obtaining the Leaving Certificate. In the case of Junior Students, studying for the Junior Student Certificate, these Bursaries may be increased by a maintenance grant of 9*l.* for males and 7*l.* for females.

2. Intermediate Bursaries, in such numbers as the funds may allow, to pupils who have passed the Qualifying (or an equivalent) Examination (Article 29 of Code), entitling the holder to free education for three years, or until the Intermediate Examination is passed, at a Higher Grade School, or in certain approved cases at a selected Secondary School. Intermediate Bursars, as well as a limited number of other pupils, entering on the third year of an Intermediate Course may receive a Bursary of 5*l.* for that year.

The school fees of Bursars, to an amount not exceeding 6*l.* per annum in each case, will be paid by the Committee when necessary, and the necessary travelling expenses of Bursars residing more than two miles from School. Special consideration to be given to Junior Students.

ROSS AND CROMARTY COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907:—			
Under the Minute of 10*th June* 1897 - - - - -	1,012	0	1
„ „ „ 19*th March* 1906 - - - - -	427	7	5
Contributions by local authorities - - - - - - - -	377	6	10

Scheme approved 22*nd December* 1906.

Allocation of grant:—

I.—SECONDARY EDUCATION.

A. Bursaries:—

I. Intermediate Bursaries, awarded as far as possible on the principle of one Bursary to each Primary School, tenable for at least three years, at a School recognised as qualified to prepare for the Intermediate Certificate. A limited number, of a minimum value of 3*l.*, are open to pupils who have attended any of the Schools under Head B. for at least one year, and who are 14 years of age. Applicants from Primary Schools must have attended thereat for at least one year, must be between 12 and 15 years of age, and must have passed the Qualifying Examination (Article 29 I. of the Code); the value of the Bursary for the first year in these cases is not less than 3*l.*, or, where continuous residence from home is necessary, not less than 15*l.* Necessary travelling expenses may also be paid, and a premium may be paid to the teacher for each successful pupil.

II. Secondary Bursaries, open to pupils (with a preference to Junior Students) who, having gained the Intermediate Certificate, proceed to or continue at schools recognised as qualified to prepare for the full Leaving Certificate, of the maximum value of 20*l.* where continuous residence from home is necessary, and in other cases, of amounts determined by the particular circumstances of each case.

B. Subsidies to Intermediate and Secondary Schools for Bursaries additional Teaching Staff, &c. :—

	£
1. Tain Royal Academy	100
2. Rosskeen, Invergordon Academy Higher Grade Public School	67
3. Dingwall Academy Higher Grade Public School	107
4. Lochbroom, Ullapool " " " "	40
5. Rosemarkie, Fortrose Academy Higher Grade Public School	47
6. Cromarty Higher Grade Public School	34
7. Lochalsh, Plockton Higher Grade Public School	40
8. Stornoway, Nicolson Institute Higher Grade Public School	180
C. Expenses of Committee	45

II.—TECHNICAL EDUCATION.

I. Courses for the further instruction of Pupil Teachers (under the Continuation Class Code).

II. Special Grants, under certain conditions, towards cost of Special Staff for Technical Instruction :—

	£
Tain Royal Academy	70
Dingwall Academy Higher Grade Public School	70
Stornoway, Nicolson Institute Higher Grade Public School	70
Rosskeen, Invergordon Academy Higher Grade Public School	45
Rosemarkie, Fortrose Academy Higher Grade Public School	20

III. Two Bursaries, to be awarded every third year, of 25*l.* each, tenable for three years at any recognised Agricultural or Technical College.

The Committee reserve the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education.

ROXBURGH COUNTY.

Grant for year ended 31*st March* 1907 :—	£	*s.*	*d.*
Under the Minute of 10*th June* 1897	715	2	9
" " " " 19*th March* 1906	271	2	6
Contributions by local authorities	579	12	1

Scheme approved 10*th January* 1907.

Allocation of grant :—

SECONDARY EDUCATION.

I. *General Scheme.*

	£.
1. Expenses of Committee	40
2. Fixed subsidies as follows :—	
(*a*) Kelso High School	270
(*b*) Hawick, Teviot Grove Academy, provided satisfactory proposals be submitted for the future of the School	150
3. To Jedburgh (Burgh) Grammar Higher Grade Public School	70

4. To Melrose Public School, a capitation grant (not to exceed 20*l.* in all) of 3*l.* for each scholar, qualified in terms of Article 29 of the Code, in average attendance, who receives secondary instruction.

5. Travelling allowance for teacher attending classes under Article 91 (*d*) of the Code = 3*l.*

6. Grants and subsidies to be subject to conditions laid down in Department's Minute of 10th June 1897.

7. Any surplus on this part of the scheme to be given to the Higher Class Schools at Kelso and Hawick, and to Jedburgh (Burgh) Grammar Higher Grade Public School, in proportion to the fixed subsidies payable under Heads 2 and 3 above.

II. *Bursary Scheme.*

1. Expenses of Committee = 15*l.*

2. Travelling grants to scholars attending the schools under Heads 2 and 3 of Part I. = 60*l.*

3. Payment of 3*l.* each for twenty-one Free Scholarships, entitling Candidates qualified in terms of Article 29 of the Code to free education at Kelso High School = 63*l.*

4. Intermediate and Secondary Bursaries, of amounts to be determined by the Committee, and intended to cover (*a*) all fees, (*b*) reasonable travelling expenses, and (*c*) maintenance allowances when necessary = 150*l.*

Intermediate Bursaries are open to pupils of at least 12 years of age, qualified in terms of Article 29 of the Code, who undertake to carry out the three years' curriculum which would entitle them to the award of the Intermediate Certificate. In the case of pupils residing within three miles of the approved school, the school fees only (if any) are payable.

Secondary Bursaries are tenable for three years by pupils who hold the Intermediate Certificate, and who undertake to enter on a curriculum leading up to Leaving Certificate, at an approved School.

As far as possible, the Bursaries to be awarded on the principle of one Bursary to each School with a qualified applicant.

Pupil teachers desiring to cancel their apprenticeship may apply for assistance to attend an approved School with the view of obtaining the Intermediate Certificate, and eventually becoming Junior Students.

TECHNICAL EDUCATION.

	£.
1. (*a*) To Kelso High School - - - - - - - - -	250
(*b*) „ Hawick, Teviot Grove Academy - - - - - -	125
(*c*) „ Jedburgh (Burgh) Grammar Higher Grade Public School	50
2. To the Edinburgh and East of Scotland College of Agriculture	150

3. Balance to be divided between the three Schools under Head 1, in proportion to the fixed subsidies payable thereunder.

N.B.—All the grants to Hawick Teviot Grove Academy are subject to satisfactory settlement of the question of the status of the School.

SELKIRK COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897 - - - - -	448	8	3
„ „ „ „ 19*th March* 1906 - - -	130	14	11

Scheme approved, 28*th January* 1907.

Allocation of grant :—

(**1**). To Yarrow Public School, a grant equal to one-half of such extra expense as shall be shown by its accounts to have been incurred in maintaining an advanced department, said grant not to exceed 25*l.*

	£	s.	d.
(**2**). Bursaries under previous schemes - - - - -	72	0	0
Four Secondary Bursaries to Junior Students - -	67	10	0
Allowance to two Pupil Teachers - - - - - - -	15	0	0
Sum carried to Bursary Fund - - - - - -	48	4	11
(**3**). Subject to Expenses of Committee, one-third of the balance to go to Selkirk High School, and two-thirds to Galashiels Academy - - - - - - - - -	351	8	3

Bursaries are of two kinds—Intermediate and Secondary—and are intended to cover fees, and travelling and maintenance expenses, the amounts being determined by the Committee in each case. Intermediate Bursaries are open to pupils qualified in terms of Article 29 of the Code who are at least 12 years of age, who undertake to carry out the three years' curriculum which would entitle them to the Intermediate Certificate, at a school approved for the purpose, and who reside over three miles from the approved school.

Secondary Bursaries are open to pupils who hold the Intermediate Certificate and undertake to enter on a curriculum leading up to the Leaving Certificate at an approved school; certain of these Bursaries are reserved for Junior Students.

Bursaries to be awarded as far as possible on the principle of one Bursary to each school with a qualified applicant. For this year, pupil teachers desiring to terminate their apprenticeship may apply for assistance to attend an approved school with the view of obtaining the Intermediate Certificate and eventually becoming Junior Students.

SHETLAND COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897 - - - - -	499	3	3
„ „ „ „ 19*th March* 1906 - - - - -	157	9	1

Scheme approved, 12*th March* 1907.

Allocation of grant :—

I. Bursaries for (*a*) Intermediate Students, and (*b*) Junior Students and Leaving Certificate Students, tenable for one year (but renewable) at a Higher Grade Centre, and allotted as far as possible on the principle of one bursary to each of six districts = 370*l*.

Candidates desiring to enter on the Intermediate Course must have attained the age of 12, and must have passed the Qualifying Examination (Article 29 of Code).

Candidates desiring to enter as Junior Students, or for the Leaving Certificate Course, must have obtained the Intermediate Certificate, and Junior Student candidates must afford satisfactory evidence of their fitness to follow out their training.

II. A grant of 5*l*. under certain conditions, to the teacher of any State-aided School presenting a pupil or pupils successfully for the Committee's Bursaries for Intermediate Students.

III. Subject to Expenses of Committee, the balance, in so far as required, to go to Lerwick Anderson Educational Institute Higher Grade Public School, provided that education in secondary subjects be given free therein and that satisfactory arrangements are made for the training of Junior Students. Any balance to be applied to benefit of Committee's Bursaries.

STIRLING COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897 - - - - -	1,707	13	9
„ „ „ 19*th March* 1906 - - - - -	793	10	5

Scheme approved, 20*th December* 1906.

Allocation of grant :—

1. Payment of four-fifths of the certified deficiency, but not exceeding the following sums, to :—

	£
Stirling High School - - - - - -	450
Falkirk „ „ - - - - - -	450
Grangemouth, Grange Higher Grade Public School - - - - - - - - -	150

4. A bonus of 2*l.* to the head teachers of non-subsidised schools, for each pupil qualified in terms of Article 29 of the Code, who has passed into, and remained at least one session at, an approved secondary or intermediate school.

5. Bursaries awarded under previous schemes.

6. Intermediate Bursaries, in such numbers as the Committee may determine, and varying in amount according to the circumstances of each case, open preferentially to pupils who have taken the Qualifying Certificate between 12 and 13, and tenable normally until the holder has been presented for the Intermediate Certificate.

A payment of 2*l.* may be made to Parish School Boards for each pupil who has been awarded a Bursary, but is receiving secondary instruction in the primary school pending an opportunity for transferring the pupil to an approved intermediate or secondary school.

7. Secondary Bursaries in such numbers as the Committee may determine and varying in amount according to the circumstances of each case, in addition to school fees and travelling expenses (or, in some cases, boarding allowances), open to candidates nominated as Junior Students, and also to other candidates who hold the Intermediate Certificate (or equivalent qualification), and tenable for two years, but renewable for a third year in individual cases.

Bursaries to be equitably distributed, as far as possible, over the schools from which qualified applicants are drawn.

SUTHERLAND COUNTY.

	£	s.	d.
Grant for year ended 31*st March* 1907 :—			
Under the Minute of 10*th June* 1897 - - - - -	427	14	5
" " " " 19*th March* 1906 - - - - -	119	17	1
Contributions by local authorities - - - - - - -	179	17	11

Scheme approved, 12*th December* 1906.

Allocation of grant :—

A. Subsidies to Central Schools.—Payment of three-fourths of the certified deficiency, but not exceeding the following sums, to :—

	£.
Clyne Higher Grade Public School - -	70
Dornoch Burgh Higher Grade Public School -	70
Golspie Higher Grade Public School - - -	70
Kildonan, Helmsdale Higher Grade Public School - - - - - - - - -	70
Lairg Higher Grade Public School - - -	70

B. Bursaries :—

I. Thirteen Parish Bursaries (7 to Secondary Account and 6 to Technical Account) of 10*l.*, tenable for two years by pupils under 13, in certain specified parishes. Where the pupil resides at home, but over three miles from School, the bursary may be replaced by the payment of travelling expenses up to 5*l.* per annum.

II. Five County Bursaries (Technical Account) of 5*l.* tenable for one year by pupils under 16, who have completed two years at a Central School; this amount to be increased by 7*l.* 10*s.* 0*d.* in the case of pupils from certain specified parishes who have to reside from home.

III. A sum not exceeding 80*l.* for Secondary Bursaries (Secondary Account) of the maximum of 15*l.*, and tenable for three years by Junior Students.

IV. A grant of 150*l.* to Golspie, Sutherland Technical Higher Grade School, for the board and education of five holders of Technical Bursaries.

C. Expenses of Committee = (about) 40*l.*

WIGTOWN COUNTY.

Grant for year ended 31*st March* 1907 :—	£	s.	d.
Under the Minute of 10*th June* 1897 - - - - -	545	16	0
" " " " 19*th March* 1906 - - - -	182	0	0
Contributions by local authorities - - - - - - -	19	2	0

Scheme approved, 6*th March* 1907.

Allocation of Grant :—

1. Grants to the following, subject to the provision of twenty Free Places in the first case, and eight in the second :—

	£.
Stranraer High School - - - - - - -	100
Newtown Stewart,Ewart and Douglas High Schools -	100

2. Further grants as follows :—

Stranraer High School - - - - - - -	115
Newton Stewart, Ewart and Douglas High Schools -	45

3. To Wigtown Burgh and Parish Public School - - 50

4. Conditions attaching to the above grants.

5. Five Secondary Bursaries of 10*l.*, which may be augmented by an allowance for travelling or maintenance = 62*l.* 6*s.* 9*d.*

6. The above Bursaries to be open to pupils who have obtained the Intermediate Certificate or equivalent qualification, and propose to continue their education at an approved Secondary School.

7. (1) Eight Intermediate Bursaries of 5*l.* (in lieu of fees, and not entitling the holder to free education), which may be augmented as with Secondary Bursaries = 64*l.*

(2) Free places as provided for under Head 1.

8. Bursaries and Free Places are tenable for three years, or until the certificate aimed at is obtained, and no candidates must be more than 13 years of age. Preference to be given to pupils to whom an Intermediate School is not easily accessible.

9. Free Places under previous Schemes.

10. Grant received from Burgh of Newton Stewart to be paid to the Ewart and Douglas High Schools = 19*l.* 2*s.* 0*d.*

11. Expenses of Committee = (about) 25*l.*

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended 15th May 1906, and the number of Schools and individual

No.	Committee.	INCOME. 1. Balance in hand on 15th May 1905.	2. Grant Received for Secondary Education.	3. Sums received from Local Authorities for Technical Education.	4. Bank (and other) Interest.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	44 10 1	1,830 8 4	—	11 19 0
2	Aberdeen (County)	1,955 12 6	1,902 17 0	1,107 3 9	27 17 8
3	Argyll	706 13 10	988 10 10	—	11 6 9
4	Ayr	8,384 18 2	2,891 3 4	2,428 2 1	134 17 3
5	Banff	897 9 11	856 5 9	48 15 8	8 3 1
6	Berwick	†*4 9 7*	530 12 6	674 16 6	3 19 1
7	Bute	4 11 8	399 10 11	—	—
8	Caithness	1,163 5 10	559 14 11	194 10 1	13 19 9
9	Clackmannan	3 1 7	538 17 11	14 6 4	—
10	Dumbarton	1,221 7 1	1,410 3 10	—	15 4 1
11	Dumfries	249 8 1	*1,941 12 2	*1,564 19 4	16 0 5
12	Dundee (Burgh)	—	1,911 17 9	—	6 3 0
13	Edinburgh (City)	1,491 4 6	3,568 10 5	—	26 14 0
14	Edinburgh (County)	29 7 6	1,192 17 2	—	—
15	Elgin	12 13 4	672 12 10	225 15 3	3 7 10
16	Fife	1,088 1 11	2,524 7 9	—	22 7 3
17	Forfar	193 9 3½	1,505 9 4	—	8 5 10
18	Glasgow (City)	108 13 10	6,822 1 0	—	1 17 1
18A	Govan	44 14 0	2,409 16 3	400 0 0	22 8 9
19	Haddington	170 1 7	610 13 6	69 2 0	3 8 0
20	Inverness	744 11 6	1,156 14 5	325 3 5	0 11 7
21	Kincardine	446 13 8	534 19 4	272 19 6	17 5 6
22	Kinross	196 10 3	270 15 7	—	3 16 0
23	Kirkcudbright	51 18 8	619 13 3	321 2 4	2 15 5
24	Lanark	816 0 1	5,333 5 2	—	47 16 1
24A	Leith (Burgh)	274 2 4	1,022 10 3	—	7 15 5
25	Linlithgow	452 14 8	905 14 4	892 2 2	10 5 0
26	Nairn	32 19 5	292 12 7	—	—
27	Orkney	96 7 7	504 16 6	—	5 0 9
28	Peebles	18 7 8	359 13 8	—	0 5 0
29	Perth	713 16 0	1,516 19 2	—	11 14 4
30	Renfrew	1,513 3 6	3,328 19 10	—	21 11 0
31	Ross and Cromarty	1,653 0 4	1,012 0 1	399 8 1	26 6 6
32	Roxburgh	1,167 10 2	715 2 9	616 15 11	15 12 10
33	Selkirk	116 16 6	448 8 3	—	—
34	Stirling	798 11 4	1,707 13 9	—	14 7 11
35	Sutherland	1,057 3 7	427 14 5	186 9 9	7 12 10
36	Wigtown	44 9 11	545 16 0	20 4 9	8 11 0
37	Zetland	203 14 4	499 3 3	—	1 6 6
	Total	28,158 6 7½	56,270 16 1	9,761 16 11	550 12 6

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* The sums entered in Columns 2 and 3 include respectively £970 16*s*. 1*d*. and £383 6*s*. 0*d*. on account of the year 1904–1905 and the relative Expenditure from these sums is included under Columns 2 and 4 of the Expenditure portion of this statement.

† This is a Debit Balance.

VII.

Sums actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

5. From other Sources.	Total Income.	EXPENDITURE.					No.
		1. Expenses of Committee.	2. Direct Subsidies to				
			(a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	Number of Schools participating.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
—	1,886 17 5	27 4 1	1,500 0 0	800 0 0	1,800 0 0	6	1
260 10 8	5,254 1 7	386 8 1	—	300 0 0	800 0 0	3	2
—	1,706 11 5	44 4 5	—	—	—	—	3
—	18,839 0 10	581 17 4	—	—	—	—	4
—	1,810 14 5	40 8 7	—	860 0 0	860 0 0	17	5
29 9 8	1,234 7 9	21 9 10	900 0 0	100 0 0	1,000 0 0	3	6
—	404 2 7	13 9 4	—	290 0 0	290 0 0	1	7
0 2 0	1,936 12 7	52 13 4	—	470 0 0	470 0 0	6	8
—	556 5 10	15 10 0	120 0 0	415 0 0	535 0 0	4	9
—	2,646 15 0	63 17 6	—	590 0 0	590 0 0	7	10
—	3,772 0 0	136 16 2	*704 7 6	*695 12 6	*1,400 0 0	6	11
—	1,918 0 9	23 6 9	947 7 0	947 7 0	1,894 14 0	3	12
—	5,086 8 11	160 6 11	2,250 0 0	945 0 0	3,195 0 0	9	13
—	1,222 4 8	82 11 7	—	421 5 5	421 5 5	6	14
40 13 4	955 2 7	38 12 11	285 0 0	200 0 0	485 0 0	5	15
—	3,684 16 11	69 0 10	940 0 0	210 0 0	1,150 0 0	14	16
—	1,707 4 5½	28 18 6	1,000 0 0	240 0 0	1,240 0 0	6	17
—	6,927 11 11	56 6 0	3,930 0 0	2,405 0 0	6,335 0 0	13	18
—	2,876 19 0	32 1 9	620 0 0	1,759 0 0	2,379 0 0	6	18A
—	858 5 1	23 18 6	372 11 6	40 0 0	412 11 6		19
—	2,227 0 11	141 1 7	100 0 0	200 0 0	300 0 0	5	20
—	1,271 18 0	42 17 1	380 0 0	85 0 0	465 0 0	3	21
—	471 1 10	15 17 6	—	—	—	—	22
—	995 9 5	34 14 3	405 0 0	320 0 0	725 0 0	5	23
—	6,197 1 4	145 7 0	650 0 0	—	650 0 0	1	24
—	1,304 8 0	62 16 6	—	652 0 0	652 0 0	2	24A
30 2 11	2,290 19 1	418 11 11	200 0 0	200 0 0	400 0 0	3	25
—	325 12 0	10 2 6	227 5 0	—	227 5 0	1	26
—	606 4 10	44 6 11	—	—	—	—	27
—	378 6 4	6 6 0	337 12 8	—	337 12 8	1	28
—	2,242 9 6	42 11 9	570 0 0	—	570 0 0	4	29
—	4,863 14 4	102 9 3	650 0 0	1,640 0 0	2,290 0 0	10	30
—	3,090 15 0	126 11 11	115 0 0	555 0 0	670 0 0	6	31
—	2,515 1 8	42 19 0	923 10 9	109 15 7	1,033 6 4	3	32
—	565 4 9	23 10 9	338 14 0	25 0 0	363 14 0	3	33
—	2,520 13 0	68 18 10	100 0 0	50 0 0	150 0 0	3	34
—	1,679 0 7	55 3 3	—	490 0 0	490 0 0	6	35
—	619 1 8	17 3 7	360 0 0	140 0 0	500 0 0	4	36
—	704 4 1	20 14 6	—	250 0 0	250 0 0	1	37
360 18 2	95,102 10 3½	3,271 1 6	18,926 8 5	15,905 0 6	34,831 8 11	179	

* See footnote on previous page.

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE					
		3. Grants paid on the basis of a certified deficiency.	*Number of Schools participating.*	4. Capitation Grants on account of Attendance of Scholars in—			
				(a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	*Number of Schools participating.*
		£ s. d.		£ s. d.	£ s. d.	£ s. d.	
1	Aberdeen (Burgh)	—	—	—	—	—	—
2	Aberdeen (County)	1,040 0 0	*44*	—	—	—	—
3	Argyll	840 0 0	*12*	—	—	—	—
4	Ayr	1,404 0 0	*10*	—	—	—	—
5	Banff	—	—	—	—	—	—
6	Berwick	—	—	—	—	—	—
7	Bute	—	—	—	—	--	—
8	Caithness	—	—	—	—	—	—
9	Clackmannan	—	—	—	—	—	—
10	Dumbarton	—	—	—	666 12 0	666 12 0	*6*
11	Dumfries	—	—	*364 18 10	*635 6 2	*1,000 0 0	*6*
12	Dundee (Burgh)	—	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—	—
14	Edinburgh (County)	—	—	—	—	—	—
15	Elgin	—	—	—	—	—	—
16	Fife	—	—	400 0 0	—	400 0 0	*5*
17	Forfar	—	—	—	320 4 7	320 4 7	*2*
18	Glasgow (City)	—	—	—	—	—	—
18A	Govan	—	—	42 0 0	98 0 0	140 0 0	*4*
19	Haddington	—	—	—	—	—	—
20	Inverness	—	—	—	—	—	—
21	Kincardine	—	—	—	—	—	—
22	Kinross	—	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—	—
24	Lanark	3,528 0 0	*19*	—	—	—	—
24A	Leith (Burgh)	—	—	—	—	—	—
25	Linlithgow	471 18 4	*3*	—	—	—	—
26	Nairn	—	—	—	—	—	—
27	Orkney	—	—	—	250 0 0	250 0 0	*2*
28	Peebles	—	—	—	16 0 0	16 0 0	*1*
29	Perth	—	—	553 10 0	186 10 0	740 0 0	*9*
30	Renfrew	—	—	—	76 0 0	76 0 0	*1*
31	Ross and Cromarty	—	—	—	—	—	—
32	Roxburgh	—	—	—	20 0 7	20 0 7	*1*
33	Selkirk	—	—	—	—	—	—
34	Stirling	—	—	—	—	—	—
35	Sutherland	—	—	—	—	—	—
36	Wigtown	—	—	—	—	—	—
37	Zetland	—	—	—	—	—	—
	Total	7,283 13 4	*88*	1,360 3 10	2,268 13 4	3,628 17 2	*37*

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* See footnote on page 998.

VII.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1906—*continued.*

—*continued.*

5. Grants to Teachers (or Schools) in respect of Scholars transfer'd to more advd. Schs. or Depts.	6. Bursaries and Free Scholarships held at— (*a.*) Universities.	(*b.*) Higher Class Schools.	(*c.*) Higher Depts. of State-aided Schools.	(*d.*) Technical Schools or Colleges.	Total.	*Number of Scholars participating.*	7. Travelling Allowances.	*Number of Scholars participating.*	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		
—	—	—	—	—	—	—	—	—	1
—	—	321 5 0	340 15 0	—	662 0 0	*113*	—	—	2
—	—	50 0 0	105 0 0	—	155 0 0	*13*	—	—	3
—	25 0 0	1,039 5 0	463 15 0	329 15 0	1,857 15 0	*414*	584 13 3	*475*	4
—	—	—	—	—	—	—	—	—	5
—	—	—	—	—	—	—	147 18 0	*73*	6
—	—	—	81 0 0	—	81 0 0	*8*	—	—	7
16 0 0	—	—	238 15 0	—	238 15 0	*44*	15 0 0	*6*	8
—	—	—	—	—	—	—	—	—	9
51 0 0	—	—	240 0 0	—	240 0 0	*68*	4 14 9	*2*	10
—	—	495 10 0	98 0 0	5 0 0	598 10 0	*107*	—	—	11
—	—	—	—	—	—	—	—	—	12
—	—	196 5 0	—	—	196 5 0	*40*	—	—	13
—	—	270 0 0	227 10 0	—	497 10 0	*44*	56 1 2	*14*	14
—	—	140 0 0	15 0 0	20 0 0	175 0 0	*22*	33 0 7	*15*	15
—	—	100 0 0	—	—	100 0 0	*10*	—	—	16
64 0 0	—	—	—	—	—	—	—	—	17
—	—	—	—	—	—	—	—	—	18
—	—	—	—	—	—	—	—	—	18A
32 0 0	—	200 0 0	125 0 0	—	325 0 0	*65*	46 4 0	*17*	19
21 0 0	—	350 11 10	592 10 0	—	943 1 10	*103*	—	—	20
25 10 0	—	59 10 0	14 0 0	—	73 10 0	*14*	—	—	21
—	—	282 5 5	—	—	282 5 5	*34*	90 14 0	*27*	22
—	—	127 10 0	37 10 0	—	165 0 0	*17*	—	—	23
706 0 0	—	20 0 0	377 10 0	—	397 10 0	*43*	—	—	24
—	—	—	148 0 0	—	148 0 0	*33*	—	—	24A
27 0 0	—	—	—	1 9 0	1 9 0	*2*	168 19 11	*163*	25
—	16 0 0	30 0 0	—	—	46 0 0	*2*	—	—	26
—	—	—	197 8 1	—	197 8 1	*47*	—	—	27
—	—	—	—	—	—	—	—	—	28
12 0 0	—	97 10 0	7 10 0	—	105 0 0	*9*	—	—	29
—	—	94 13 0	27 10 0	—	122 3 0	*26*	166 2 5	*104*	30
13 0 0	—	100 0 0	472 10 0	—	572 10 0	*53*	—	—	31
—	—	126 0 0	—	—	126 0 0	*48*	54 4 6	*19*	32
—	—	54 0 0	6 0 0	—	60 0 0	*8*	—	—	33
218 0 0	—	190 0 0	15 0 0	—	205 0 0	*34*	58 8 2	*22*	34
—	—	10 0 0	132 10 0	5 0 0	147 10 0	*33*	—	—	35
—	—	—	—	—	—	—	—	—	36
5 0 0	—	—	206 5 0	—	206 5 0	*16*	—	—	37
1,190 10 0	41 0 0	4,354 5 3	4,168 18 1	361 4 0	8,925 7 4	*1,458*	1,426 0 9	*937*	

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE—*continued.*				
		8. Grants towards Building or Equipment of—				9. Special Payments for Technical Instruction.
		(*a.*) Higher Class Schools.	(*b.*) Higher Dpts. of State-aided Schools.	Total.	*Number of Schools participating.*	
		£ s. d.	£ s. d.	£ s. d.		£ s. d.
1	Aberdeen (Burgh)	—	—	—	—	—
2	Aberdeen (County)	—	—	—	—	868 10 2
3	Argyll	—	—	—	—	—
4	Ayr	—	—	—	—	2,248 11 8
5	Banff	—	—	—	—	54 4 11
6	Berwick	—	—	—	—	—
7	Bute	—	—	—	—	—
8	Caithness	—	3 10 0	3 10 0	*1*	49 12 9
9	Clackmannan	—	—	—	—	—
10	Dumbarton	—	—	—	—	—
11	Dumfries	—	41 8 0	41 8 0	*1*	309 6 2
12	Dundee (Burgh)	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—
14	Edinburgh (County)	—	—	—	—	—
15	Elgin	—	—	—	—	129 0 0
16	Fife	—	—	—	—	—
17	Forfar	—	—	—	—	—
18	Glasgow (City)	—	—	—	—	—
18A	Govan	26 2 6	149 2 6	*175 5 0	*10*	—
19	Haddington	—	—	—	—	—
20	Inverness	—	—	—	—	50 0 0
21	Kincardine	—	—	—	—	100 14 1
22	Kinross	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—
24	Lanark	—	34 10 0	34 10 0	*4*	—
24A	Leith (Burgh)	—	—	—	—	100 0 0
25	Linlithgow	—	—	—	—	654 13 6
26	Nairn	—	—	—	—	—
27	Orkney	—	—	—	—	—
28	Peebles	—	—	—	—	—
29	Perth	—	—	—	—	—
30	Renfrew	—	—	—	—	—
31	Ross and Cromarty	—	40 0 0	40 0 0	*1*	18 0 1
32	Roxburgh	—	—	—	—	150 0 0
33	Selkirk	—	—	—	—	—
34	Stirling	—	—	—	—	—
35	Sutherland	—	—	—	—	—
36	Wigtown	—	—	—	—	—
37	Zetland	—	—	—	—	—
	Totals	26 2 6	268 10 6	294 13 0	*17*	4,732 13 4

* For books for use of Free Scholars.

VII.—*continued.*

SUMS actually Received and actually Expended under various Heads during the 15th May 1906—*continued.*

10. Other Payments.	11. Total Expenditure.	*Total Number of Schools participating.*	*Total Number of Scholars on account of whom payments have been made.*	12. Balance in hand on 15th May 1906.	No.
£ s. d.	£ s. d.			£ s. d.	
—	1,827 4 1	*6*	–	59 13 4	1
—	3,256 13 3	*44*	*112*	1,997 8 4	2
—	1,039 4 5	*12*	*12*	667 7 0	3
401 11 4	7,028 8 7	*10*	*889*	6,810 12 3	4
—	954 18 6	*17*	—	356 0 11	5
63 12 3	1,233 0 1	*3*	*73*	1 7 8	6
—	384 9 4	*1*	*8*	19 13 3	7
—	845 11 1	*7*	*50*	1,091 1 6	8
—	550 10 0	*4*	—	5 15 10	9
—	1,616 4 3	*7*	*66*	1,030 19 9	10
39 1 5	3,525 1 9	*6*	*107*	246 18 8	11
—	1,918 0 9	*3*	—	—	12
—	3,551 11 11	*9*	*40*	1,534 17 0	13
—	1,057 8 2	*6*	*44*	164 16 6	14
—	860 13 6	*5*	*22*	94 9 1	15
—	1,719 0 10	*14*	*10*	1,915 16 1	16
—	1,658 3 1	*6*	—	54 1 4½	17
490 0 0	6,881 6 0	*14*	—	46 5 11	18
120 0 0	2,846 6 9	*10*	—	30 12 8	18A
—	839 14 0	*3*	*82*	18 11 1	19
68 0 0	1,518 3 5	*17*	*102*	708 17 6	20
—	707 11 2	*3*	*14*	564 6 10	21
—	388 16 11	—	*34*	82 4 11	22
—	924 14 3	*5*	*17*	70 15 5	23
—	5,461 7 0	*21*	*43*	785 14 4	24
—	962 16 6	*2*	*33*	341 11 6	24A
—	2,142 7 8	*3*	*163*	148 11 5	25
—	283 7 6	*1*	*2*	42 4 6	26
—	491 15 0	*2*	*47*	114 9 10	27
—	359 18 8	*2*	—	18 7 8	28
—	1,469 11 9	*9*	*9*	772 17 9	29
—	2,756 14 8	*11*	*104*	2,106 19 8	30
50 0 0	1,490 2 0	*6*	*52*	1,600 13 0	31
—	1,426 10 5	*4*	*50*	1,088 11 3	32
—	447 4 9	*3*	*8*	118 0 0	33
—	700 7 0	*3*	*34*	1,820 6 0	34
—	692 18 3	*6*	*33*	986 7 4	35
—	517 3 7	*4*	—	101 18 1	36
—	481 19 6	*1*	*16*	222 4 7	37
1,227 5 0	66,311 10 4	*290*	*2,276*	23,290 19 11½	

TABLE VIII.

SUMMARY of the foregoing STATEMENT showing under various heads the total sums actually received and actually expended by Secondary Education Committees during the year ended 15th May 1906.

INCOME.

	£	s.	d.
1. *Balance in hand* on 15th May 1905	28,158	6	7½
2. *Amount received from the Scotch Education Department* under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892	56,270	16	1
3. *Contributions of local authorities* for purposes of technical education	9,761	16	11
4. *Bank* and other interest	550	12	6
5. *Other sources of income*	360	18	2
Total	£95,102	10	3½

EXPENDITURE.

	£	s.	d.	£	s.	d.
1. *Expenses of Committees*		—		3,271	1	6
2.**Direct subsidies* to :—						
(*a.*) Higher Class Schools	18,926	8	5			
(*b.*) Higher Departments of State-aided Schools	15,905	0	6			
				34,831	8	11
3. *Grants paid on the basis of a certified deficiency*				7,283	13	4
4. *Capitation grants* on account of the attendance of scholars in :—						
(*a.*) Higher Class Schools	1,360	3	10			
(*b.*) Higher Departments of State-aided Schools	2,268	13	4			
				3,628	17	2

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* The payment of these subsidies is often conditional upon the provision of certain free places.

	£	s.	d.	£	s.	d.
5. *Grants to Teachers (or Schools)* in respect of Scholars transferred to more Advanced Schools or Departments -	—			1,190	10	0
6. *Bursaries* and *Free Scholarships* held at :—						
(*a*.) Universities - - -	41	0	0			
(*b*.) Higher class schools - -	4,354	5	3			
(*c*.) Higher Departments of State-aided Schools - - -	4,168	18	1			
(*d*) Technical Schools or Colleges	361	4	0			
				8,925	7	4
7. *Travelling Allowances* - - - - -	—			1,426	0	9
8. *Grants towards Building or Equipment* of :—						
(*a*.) Higher Class Schools - -	26	2	6			
(*b*.) Higher Departments of State-aided Schools - - -	268	10	6			
				294	13	0
9. *Special payments for Technical Instruction* - - - - - - - -	—			4,732	13	4
10. *Other payments under the Schemes*	—			1,227	5	0
Total Expenditure - - -				66,811	10	4
Balance in hand on 15th May 1906 - - -				28,290	19	11½
Total -				£95,102	10	3½

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended 15th May 1907, and the number of Schools and individual

No.	Committee.	INCOME				
		1.	2. Grants received from the Scotch Education Department.		3.	4.
		Balance in hand on 15th May 1906.	Under the Education and Local Taxation Account (Scotland) Act, 1892.	Under the Minute of the Department dated 19th March 1906.	Sums received from Local Authorities for Technical Education.	Bank (and other) Interest.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	59 13 4	1,830 8 4	858 2 3	—	13 14 4
2	Aberdeen (County)	1,997 8 4	1,902 17 0	896 4 8	1,000 1 8	42 1 0
3	Argyll	667 7 0	988 10 10	415 0 5	—	27 9 10
4	Ayr	6,810 12 3	2,906 0 11	1,424 4 8	3,337 4 0	185 15 9
5	Banff	856 0 11	856 5 9	345 8 3	47 13 0	20 3 0
6	Berwick	1 7 8	530 12 6	174 0 3	639 3 0	6 15 4
7	Bute	19 13 3	399 10 11	105 0 6	—	—
8	Caithness	1,091 1 6	559 14 11	189 6 10	185 6 5	27 3 2
9	Clackmannan	5 15 10	538 17 11	178 7 4	13 9 9	1 17 2
10	Dumbarton	1,030 10 9	1,410 3 10	636 18 10	—	33 8 6
11	Dumfries	246 18 3	970 16 1	405 13 9	1,159 16 4	19 6 2
12	Dundee (Burgh)	—	1,911 17 9	900 19 10	—	8 6 4
13	Edinburgh (City)	1,534 17 0	3,568 10 5	1,772 18 2	—	47 12 1
14	Edinburgh County	164 16 6	1,192 17 2	522 11 1	1,341 9 5	13 0 7
15	Elgin	94 9 1	672 12 10	248 15 2	212 10 1	6 14 5
16	Fife	1,915 16 1	2,524 7 9	1,223 7 3	2,696 9 7	102 16 11
17	Forfar	54 1 4½	1,505 9 4	687 1 8	—	15 9 11
18	Glasgow (City)	46 5 11	6,822 1 0	3,485 5 10	—	—
18A	Govan	30 12 3	2,409 16 3	1,163 1 2	400 0 0	64 4 7
19	Haddington	18 11 1	610 13 6	216 2 11	64 9 11	4 0 9
20	Inverness	708 17 6	1,156 14 5	503 10 9	311 5 7	10 5 11
21	Kincardine	504 6 10	534 19 4	176 6 0	241 1 0	22 16 3
22	Kinross	82 4 11	275 10 2	39 14 10	—	2 10 3
23	Kirkcudbright	70 15 5	619 13 3	220 17 6	320 1 5	4 14 0
24	Lanark	735 14 4	5,333 5 2	2,701 14 4	—	190 0 4
24A	Leith (Burgh)	341 11 6	1,022 10 3	432 18 0	—	12 7 6
25	Linlithgow	148 11 5	905 14 4	371 8 7	857 6 4	12 13 1
26	Nairn	42 4 6	292 12 7	48 15 1	—	—
27	Orkney	114 9 10	504 16 6	160 8 8	—	5 0 3
28	Peebles	18 7 8	359 13 8	84 0 11	—	0 19 2
29	Perth	772 17 9	1,512 4 7	690 13 0	—	12 17 3
30	Renfrew	2,106 19 8	3,314 2 3	1,659 0 1	—	92 8 3
31	Ross and Cromarty	1,600 13 0	1,012 0 1	427 7 5	377 6 10	41 13 5
32	Roxburgh	1,088 11 3	715 2 9	271 2 6	579 12 1	20 3 10
33	Selkirk	118 0 0	448 8 3	130 14 11	—	7 5 8
34	Stirling	1,820 6 0	1,707 13 9	793 10 5	—	18 0 1
35	Sutherland	986 7 4	427 14 5	119 17 1	179 17 11	20 3 4
36	Wigtown	101 18 1	545 16 0	182 0 0	19 2 0	6 1 10
37	Zetland	222 4 7	499 8 3	157 9 1	—	2 18 1
	Total	28,290 19 11½	55,800 0 0	25,000 0 0	18,968 5 11	1,123 1 10

VIIA.

Sums actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

5. From other sources.	Total Income.	EXPENDITURE. 1. Expenses of Committee.	2. Direct Subsidies to (a.) Higher Class Schools.	2. Direct Subsidies to (b.) Higher Depts. of State-aided Schools.	2. Direct Subsidies to Total.	Number of Schools participating.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
—	2,761 18 3	46 4 9	1.500 0 0	300 0 0	1,800 0 0	*6*	1
—	5,838 12 3	401 17 3	—	300 0 0	300 0 0	*3*	2
—	2,098 8 1	58 5 8	—	—	—	—	3
122 11 5	14,786 9 0	597 18 5	1,380 5 0	800 0 0	2,180 5 0	*5*	4
—	2,125 10 11	63 3 0	—	792 15 8	792 15 8	*17*	5
—	1,351 18 9	24 15 0	1,000 0 0	80 0 0	1,080 0 0	*3*	6
—	524 4 8	26 9 1	—	300 0 0	300 0 0	*1*	7
—	2,052 12 10	51 3 0	—	470 0 0	470 0 0	*6*	8
—	788 8 0	26 0 10	100 0 0	420 0 0	520 0 0	*4*	9
—	3,111 1 11	68 9 6	—	1,100 0 0	1,100 0 0	*6*	10
—	2,802 10 7	143 12 3	345 16 8	329 3 4	675 0 0	*6*	11
—	2,821 3 11	34 13 11	1,050 0 0	950 0 0	2,000 0 0	*3*	12
—	6,923 17 8	159 6 1½	2,250 0 0	895 0 0	3,145 0 0	*9*	13
—	3,234 14 9	262 11 4	—	449 3 4	449 3 4	*6*	14
1 0 0	1,236 1 10	51 13 4	285 0 0	220 0 0	505 0 0	*5*	15
47 3 1	3,510 0 8	584 15 0	1,029 18 7	1,325 0 0	2,354 18 7	*14*	16
—	2,262 2 3½	54 16 9½	1,200 0 0	395 0 0	1,595 0 0	*6*	17
1 0 3	10,354 18 0	60 0 0	3,930 0 0	2,450 0 0	6,380 0 0	*14*	18
—	4,067 14 3	85 3 0	600 0 0	1,930 0 0	2,530 0 0	*7*	18A
—	913 18 2	30 18 2	200 0 0	40 0 0	240 0 0	*3*	19
—	2,690 14 2	181 11 11	100 0 0	275 0 0	375 0 0	*6*	20
—	1,539 9 5	65 0 6	420 0 0	—	420 0 0	*2*	21
4 7 6	404 7 8	15 7 3	—	—	—	—	22
—	1,236 1 7	50 1 6	470 3 10	380 0 0	850 3 10	*5*	23
—	8,960 14 2	220 6 7	650 0 0	—	650 0	*1*	24
—	1,809 7 3	59 13 3½	—	652 0 0	652 0 0	*2*	24A
116 16 11	2,412 10 8	464 0 3	200 0 0	360 0 0	560 0 0	*3*	25
—	388 12 2	11 19 0	261 5 0	—	261 5 0	*1*	26
—	784 15 3	64 10 1	—	250 0 0	250 0 0	*2*	27
—	463 1 5	23 19 8	337 17 1	—	337 17 1	*1*	28
—	2,988 12 7	30 8 1	—	—	—	—	29
—	7,152 10 3	133 10 3	1,500 0 0	200 0 0	1,700 0 0	*3*	30
—	3,459 1 0	135 8 4	115 0 0	681 0 0	796 0 0	*7*	31
—	2,674 12 5	60 12 6	520 0 0	—	520 0 0	*1*	32
—	704 11 10	31 9 8	323 19 3	25 0 0	348 19 3	*3*	33
—	4,339 10 3	62 4 4	1,600 0 0	250 0 0	1,850 0 0	*3*	34
—	1,734 0 1	58 2 0	—	390 0 0	390 0 0	*5*	35
—	854 17 11	23 2 7	379 2 0	100 0 0	479 2 0	*6*	36
—	881 15 0	23 17 2	—	250 0 0	250 0 0	*1*	37
292 19 2	123,990 6 10½	4,517 1 9½	21,748 7 5	17,359 2 4	39,107 9 9	*176*	

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE						
		3. Grants paid on the basis of a certified deficiency.	*Number of Schools participating.*	4. Capitation Grants on account of Attendance of Scholars in—				
				(a.) Higher Class Schools	(b.) Higher Depts. of State-aided Schools.	Total.	*Number of Schools participating.*	
		£. s. d.		£ s. d.	£ s. d.	£ s. d.		
1	Aberdeen (Burgh)	—	—	—	—	—	—	
2	Aberdeen (County)	895 0 0	*23*	—	—	—	—	
3	Argyll	882 0 0	*8*	—	—	—	—	
4	Ayr	1,636 0 0	*10*	—	—	—	—	
5	Banff	—	—	—	—	—	—	
6	Berwick	—	—	—	—	—	—	
7	Bute	—	—	—	—	—	—	
8	Caithness	—	—	—	—	—	—	
9	Clackmannan	—	—	—	—	—	—	
10	Dumbarton	—	—	—	766 18 0	766 18 0	*6*	
11	Dumfries	—	—	165 8 1	309 11 11	475 0 0	*6*	
12	Dundee (Burgh)	—	—	—	—	—	—	
13	Edinburgh (City)	—	—	—	—	—	—	
14	Edinburgh (County)	—	—	—	—	—	—	
15	Elgin	—	—	—	—	—	—	
16	Fife	—	—	—	—	—	—	
17	Forfar	—	—	—	—	—	—	
18	Glasgow (City)	—	—	—	—	—	—	
18A	Govan	—	—	51 0 0	99 0 0	150 0 0	*3*	
19	Haddington	—	—	—	—	—	—	
20	Inverness	—	—	—	—	—	—	
21	Kincardine	—	—	—	—	—	—	
22	Kinross	—	—	—	—	—	—	
23	Kirkcudbright	—	—	—	—	—	—	
24	Lanark	3,307 10 0	*20*	—	—	—	—	
24A	Leith (Burgh)	—	—	—	—	—	—	
25	Linlithgow	—	—	—	—	—	—	
26	Nairn	—	—	—	—	—	—	
27	Orkney	—	—	—	—	—	—	
28	Peebles	—	—	—	16 0 0	16 0 0	*1*	
29	Perth	—	—	582 0 0	87 0 0	669 0 0	*7*	
30	Renfrew	1,355 0 0	*7*	—	68 0 0	68 0 0	*1*	
31	Ross and Cromarty	—	—	—	—	—	—	
32	Roxburgh	—	—	—	—	—	—	
33	Selkirk	—	—	—	—	—	—	
34	Stirling	—	—	—	—	—	—	
35	Sutherland	—	—	—	—	—	—	
36	Wigtown	—	—	—	—	—	—	
37	Zetland	—	—	—	—	—	—	
	Total	8,075 10 0	*68*	798 8 1	1,346 9 11	2,144 18 0	*24*	

VIIA.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1907, &c.—*continued.*

—continued.

5. Grants to Teachers (or Schools) in respect of Scholars transferred to more advanced Schools or Departments.	6. Bursaries and Maintenance or other Allowances† :— (a) Intermediate Bursaries and Maintenance Allowances.		(b.) Secondary Bursaries and Maintenance Allowances. (i) To Junior Students.		(ii) To pupils other than Junior Students.		(c) Other Bursaries (at Universities, Technical Schools or Colleges, &c.)		*Number of Scholars participating.*	Total.	Sum placed at the disposal of the School Board in terms of the Regulations for the Preliminary Education, &c., of Teachers.†	No.
£ s. d.	*No.*	£ s. d.	*No.*	£ s. d.	*No.*	£ s. d.	*No.*	£ s. d.		£ s. d.	£ s. d.	
—	—	—	—	—	—	—	—	—	—	—	—	1
44 0 0	*84*	266 0 0	—	—	*28*	347 10 0	—	—	*112*	613 10 0	—	2
—	*23*	220 0 0	*4*	10 0 0	*1*	2 10 0	—	—	*28*	232 10 0	—	3
—	*130*	418 1 0	—	—	—	—	*604*	680 2 1	*734*	1,098 3 1	—	4
—	—	—	—	—	—	—	—	—	—	—	—	5
—	—	—	—	—	—	—	—	—	—	—	—	6
—	*27*	184 0 0	*1*	15 0 0	—	—	—	—	*28*	199 0 0	—	7
12 0 0	*34*	180 0 0	*9*	45 0 0	—	—	*1*	30 0 0	*44*	255 0 0	—	8
—	*4*	13 8 0	*6*	69 6 0	—	—	—	—	*10*	82 14 0	—	9
32 0 0	*72*	255 0 0	*22*	169 10 0	*2*	15 0 0	—	—	*96*	439 10 0	—	10
—	*115*	467 15 0	*7*	20 16 8	*19*	127 10 0	*28*	85 8 0	*169*	701 9 8	—	11
—	—	—	—	—	—	—	—	—	—	—	80 0 0	12
—	*148*	735 0 0	*1*	12 10 0	*2*	25 0 0	—	—	*151*	772 10 0	1,100 0 0	13
4 10 0	*38*	142 12 3	*9*	45 0 0	*11*	276 11 0	*118*	244 1 5	*176*	708 4 8	—	14
—	*20*	57 0 0	*10*	78 0 0	*35*	250 17 6	*1*	20 0 0	*66*	400 17 6	—	15
—	*86*	297 13 10	*25*	116 0 0	*10*	50 0 0	*32*	77 14 0	*153*	541 7 10	—	16
51 0 0	—	—	*19*	111 10 0	—	—	—	—	*19*	111 10 0	—	17
—	*62*	633 10 0	*6*	155 0 0	—	—	—	—	*68*	788 10 0	1,250 0 0	18
—	—	—	—	—	—	—	—	—	—	—	—	18A
—	*27*	70 9 5	—	—	—	—	—	—	*27*	70 9 5	—	19
23 0 0	*73*	643 15 0	—	—	*18*	205 0 0	—	—	*91*	848 15 0	—	20
40 10 0	*28*	124 0 0	—	—	—	—	—	—	*28*	124 0 0	—	21
—	*29*	240 17 0	—	—	—	—	—	—	*29*	240 17 0	—	22
—	*16*	202 10 0	*5*	13 12 4	—	—	—	—	*21*	216 2 4	—	23
693 0 0	*48*	*465 0 0	—	—	—	—	—	—	*48*	465 0 0	—	24
—	*34*	90 3 0	—	—	*3*	18 0 0	—	—	*37*	108 3 0	—	24A
25 0 0	*54*	100 15 9	*8*	48 0 0	—	—	—	—	*62*	148 15 9	—	25
—	*7*	32 0 0	*3*	23 1 11	*1*	30 0 0	*1*	16 0 0	*12*	101 1 11	—	26
—	*57*	107 2 0	*8*	18 10 0	*24*	156 0 0	—	—	*89*	281 12 0	—	27
—	*5*	23 10 0	*3*	22 10 0	—	—	—	—	*8*	46 0 0	—	28
15 0 0	*39*	195 10 0	*17*	208 0 0	*9*	127 0 0	—	—	*65*	530 10 0	—	29
—	*110*	391 14 5	—	—	*6*	17 15 0	—	—	*116*	409 9 5	—	30
13 0 0	*32*	336 0 0	—	—	*23*	151 0 0	—	—	*55*	487 0 0	—	31
—	*31*	107 9 2	*5*	38 7 0	—	—	—	—	*36*	145 16 2	—	32
—	*6*	54 0 0	*3*	24 0 0	*2*	7 10 0	—	—	*10*	85 10 0	—	33
238 0 0	*67*	824 6 2	*21*	333 0 0	—	—	—	—	*88*	1,157 6 2	—	34
—	*23*	105 0 0	*1*	7 10 0	—	—	*10*	225 0 0	*34*	337 10 0	—	35
—	—	—	—	—	—	—	—	—	—	—	—	36
20 0 0	*19*	206 5 0	—	—	—	—	—	—	*19*	206 5 0	—	37
1,216 0 0	*1648*	8,190 7 0	*193*	1,529 3 11	*194*	1,807 3 6	*795*	1,378 5 6	*2,789*	12,904 19 11	†2,430 0 0	

* Expenditure in respect of Secondary Bursaries is included in this sum.
† See Table IX.

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE—*continued.*				
		7. Grants towards Building or Equipment of—				8. Special Payments for Technical Instruction.
		(*a*) Higher Class Schools.	(*b*) Higher Depts. of State-aided Schools.	Total.	*Number of Schools Participating.*	
		£ s. d.	£ s. d.	£ s. d.		£ s. d.
1	Aberdeen (Burgh)	—	—	—	—	—
2	Aberdeen (County)	—	—	—	—	386 18 8
3	Argyll	—	—	—	—	—
4	Ayr	—	—	—	—	2,410 14 7
5	Banff	—	—	—	—	48 15 8
6	Berwick	—	—	—	—	—
7	Bute	—	—	—	—	—
8	Caithness	—	30 0 0	30 0 0	*3*	—
9	Clackmannan	—	—	—	—	—
10	Dumbarton	—	—	—	—	—
11	Dumfries	—	5 8 10	5 8 10	*2*	199 9 1
12	Dundee (Burgh)	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—
14	Edinburgh (County)	—	—	—	—	1,371 8 11
15	Elgin	—	—	—	—	94 10 5
16	Fife	—	—	—	—	1,505 0 11
17	Forfar	—	—	—	—	—
18	Glasgow (City)	—	—	—	—	—
18A	Govan	—	—	—	—	—
19	Haddington	—	—	—	—	—
20	Inverness	—	—	—	—	121 11 4
21	Kincardine	—	—	—	—	35 4 8
22	Kinross	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—
24	Lanark	—	66 0 0	66 0 0	*2*	—
24A	Leith (Burgh)	—	—	—	—	100 0 0
25	Linlithgow	—	—	—	—	561 9 10
26	Nairn	—	—	—	—	—
27	Orkney	—	—	—	—	—
28	Peebles	—	—	—	—	—
29	Perth	—	—	—	—	—
30	Renfrew	—	—	—	—	—
31	Ross and Cromarty	—	—	—	—	81 13 5
32	Roxburgh	—	—	—	—	150 0 0
33	Selkirk	—	—	—	—	—
34	Stirling	—	—	—	—	—
35	Sutherland	—	—	—	—	—
36	Wigtown	—	—	—	—	—
37	Zetland	—	—	—	—	—
	Totals	—	101 8 10	101 8 10	*7*	7,066 17 6

VIIA.—*continued.*

SUMS actually Received and actually Expended under various Heads during the 15th May 1907, &c.—*continued.*

9. Other Payments.	10. Total Expenditure.	*Total Number of Schools participating.*	*Total Number of Scholars on account of whom payments have been made.*	11. Balance in hand on 15th May 1907.	No.
£ s. d.	£ s. d.			£ s. d.	
—	1,846 4 9	*6*	—	915 13 6	1
—	2,641 6 4	*23*	*113*	3,197 5 11	2
—	1,172 15 8	*8*	*23*	925 12 5	3
60 0 0	7,983 1 1	*11*	*734*	6,808 7 11	4
—	904 14 4	*17*	—	1,220 16 7	5
52 0 0	1,156 15 0	*3*	—	195 8 9	6
—	525 9 1	*1*	*28*	**1 4 5*	7
—	818 3 0	*6*	*44*	1,234 9 10	8
—	628 14 10	*4*	*10*	109 13 2	9
—	2,406 17 6	*6*	*96*	704 4 5	10
—	2,199 19 10	*6*	*169*	602 10 9	11
—	2,114 13 11	*3*	—	706 10 0	12
—	5,176 16 1½	*9*	*151*	1,747 1 6½	13
—	2,795 18 3	*6*	*176*	438 16 6	14
—	1,052 1 3	*5*	*66*	184 0 7	15
—	4,986 2 4	*14*	*153*	3,523 18 4	16
—	1,812 6 9½	*6*	*19*	449 15 6	17
490 0 0	8,918 10 0	*14*	*68*	1,436 3 0	18
120 0 0	2,835 8 0	*10*	—	1,232 11 3	18A
—	341 7 7	*3*	*27*	572 10 7	19
23 0 0	1,577 18 3	*6*	*91*	1,112 15 11	20
—	684 15 2	*2*	*28*	854 14 3	21
—	256 4 3	—	*29*	148 3 5	22
—	1,116 7 8	*5*	*21*	119 13 11	23
—	5,401 16 7	*21*	*48*	3,558 17 7	24
—	919 16 3½	*2*	*37*	889 10 11½	24A
—	1,759 5 10	*3*	*62*	653 4 10	25
—	374 5 11	*1*	*12*	9 6 3	26
—	596 2 1	*2*	*89*	188 13 2	27
—	423 16 9	*2*	*8*	39 4 8	28
—	1,264 18 1	*7*	*65*	1,723 14 6	29
—	3,670 19 8	*10*	*116*	3,481 10 7	30
50 0 0	1,563 1 9	*7*	*55*	1,895 19 3	31
—	876 8 8	*1*	*56*	1,798 3 9	32
—	465 18 11	*3*	*10*	238 12 11	33
—	3,307 10 6	*3*	*88*	1,031 19 9	34
—	730 12 0	*5*	*34*	953 3 1	35
—	502 4 7	*6*	—	352 13 4	36
—	500 2 2	*1*	*19*	381 12 10	37
795 0 0	78,359 5 9½	*248*	*2,729*	45,681 1 1	

* This is a Debit Balance.

TABLE VIIIA.

SUMMARY of the foregoing STATEMENT, showing under various heads the total sums actually received and actually expended by Secondary Education Committees during the year ended 15th May 1907.

INCOME.

	£ s. d.	£ s. d.
1. *Balance in hand* on 15th May 1906 -	—	28,290 19 11½
2. *Amount received from the Scotch Education Department* under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892 - -	55,300 0 0	
Under the Minute of 19th March 1906 -	25,000 0 0	
		80,300 0 0
3. *Contributions of local authorities* for purposes of technical education - -		13,983 5 11
4. *Bank* and other interest - - - -		1,123 1 10
5. *Other sources of income* - - - -		292 19 2
	Total -	£123,990 6 10½

EXPENDITURE.

	£ s. d.	£ s. d.
1. *Expenses of Committees* - - -	—	4,517 1 9½
2.* *Direct subsidies* to—		
(*a*.) Higher Class Schools - -	21,748 7 5	
(*b*.) Higher Departments of State-aided Schools - - -	17,359 2 4	
		39,107 9 9
3. *Grants paid on the basis of a certified deficiency* - - - - - -		8,075 10 0
4. *Capitation grants* on account of the attendance of scholars in :—		
(*a*.) Higher Class Schools - -	798 8 1	
(*b*.) Higher Departments of State-aided Schools - - - -	1,346 9 11	
		2,144 18 0
5. *Grants to Teachers* (*or Schools*) in respect of Scholars transferred to more Advanced Schools or Departments -	—	1,216 0 0

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* The payment of these subsidies is often conditional upon the provision of certain free places.

	£ s. d.	£ s. d.
6. *Bursaries* and *Maintenance or other Allowances*:—		
(*a*.) Intermediate Bursaries and Maintenance Allowances -	8,190 7 0	
(*b*.) Secondary Bursaries and Maintenance Allowances - - -		
(*i*) To Junior Students -	1,529 3 11	
(*ii*) To pupils other than Junior Students -	1,807 3 6	
(*c*.) Other Bursaries (at Universities, Technical Schools, or Colleges, etc.) - - - - - -	1,378 5 6	
		*12,904 19 11
Sums placed at the disposal of the School Board in terms of Article 57 of the Regulations for the Preliminary Education, &c., of Teachers - -	—	*2,430 0 0
7. *Grants towards Building or Equipment* of:—		
(*a*.) Higher Class Schools - - -	—	
(*b*.) Higher Departments of State-aided Schools - - - -	101 8 10	
		101 8 10
8. *Special payments for Technical Instruction* - - - - - - - -	—	7,066 17 6
9. *Other payments under the Schemes* - -	—	795 0 0
Total Expenditure -		78,359 5 9½
Balance in hand on 15th May 1907 -		45,631 1 1
Total -		£123,990 6 10½

TABLE IX.

Details of expenditure by certain School Boards out of sums placed at their disposal by Secondary Education Committees, in terms of the Regulations for the Preliminary Education, &c., of Teachers, during the year ended 15th May, 1907.

(*See column 6 on page 1009 and Head 6 above.*)

School Boards.	Sums placed at disposal of School Board by Secondary Education Committees.	Particulars of expenditure by School Boards, out of sums placed at their disposal.						Balance in hand on 15th May 1907.
		Intermediate Bursaries and Maintenance Allowances.		Secondary Bursaries and Maintenance Allowances.		Total.		
	£ s. d.	*No.*	£ s. d.	*No.*	£ s. d.	*No.*	£ s. d.	£ s. d.
Dundee Burgh School Board -	80 0 0	—	- - -	*3*	30 0 0	*3*	30 0 0	50 0 0
Edinburgh " " " -	1,100 0 0	*41*	587 0 0	*37*	543 10 0	*78*	1,080 10 0	19 10 0
Glasgow " " " -	1,250 0 0	*68*	718 0 0	*35*	537 10 0	*103*	1,255 10 0	*†5 10 0*
Totals - - -	2,430 0 0	*109*	1,255 0 0	*75*	1,111 0 0	*184*	2,366 0 0	64 0 0

* See Table IX.

† Debit Balance.

APPENDIX.

LEAVING CERTIFICATE EXAMINATION AND INSPECTION OF SECONDARY SCHOOLS.

The Leaving Certificate Examination is held annually by the Scotch Education Department. In 1908 it will commence on Tuesday the 7th April.

Candidates must be pupils of a School at which, or in connection with which, the examination is held, and must have been in regular attendance from January to the date of the examination.

Pupil Teachers engaged in a State-aided School may also be admitted to the examination.

Application for admission to the examination must be made by the Official Correspondent of the School.

LEAVING CERTIFICATE EXAMINATION.

NOTE AS TO THE MATHEMATICAL PAPERS.

The following Regulations have been drawn up after very full and careful deliberation. It is hoped that they will be found to provide a satisfactory basis for Mathematical instruction in secondary schools. It is felt that in the study of Arithmetic more attention should be given to the explanation of the ordinary rules, so as to secure their intelligent use, and to the employment of contracted methods, with the object of obtaining results which are accurate to a required degree of approximation, without involving unnecessary labour. Systematic practice in the use of logarithms is also an element in Mathematical training that deserves more consideration than it sometimes receives. Again, it is desirable to maintain the feeling of unity between the different branches of Mathematical study. Pupils should be made to realize that the fundamental laws of Algebra and of Arithmetic are really the same, and they should be encouraged to employ algebraical formulæ in arithmetical calculation. Similarly the explanation and illustration of algebraical expressions by graphical methods might with advantage be introduced at a comparatively early stage, always provided that due care is taken to secure accurate drawing. With regard to Geometry, it is advisable that certain fundamental geometrical results should be established, as far as possible, in the first place by trial and experiment, involving accurate drawing and calculation, before an advance is made to a deductive proof, and that exercises involving definite numerical data should accompany and follow upon the proof of the principal propositions. The syllabus given below ought to lend itself readily to the carrying out of these principles.

REGULATIONS.

Examinations in Mathematics are held in three Grades, Lower, Higher and Honours. Candidates may be presented for examination in any grade, but those who fail to pass in the grade in which they are examined will not under any circumstances be credited with a pass in a lower grade. In writing out the answers to the questions in the Mathematical papers it is essential that the full detailed work should always be given in its proper sequence as part of the answer. The work should be written out with such care and neatness in the first instance that a second copy may not be required. But if from any cause a second copy of any answer is made, this copy must include all the detailed working, and the first copy must be struck out with the pen. In all the papers the diagrams should be careful and accurate. For this purpose candidates must be provided with a fairly hard pencil, a flat wooden ruler graduated on one edge in inches and tenths of inches and on another in centimetres and millimetres, two set squares (45° and 60°), a protractor graduated to degrees, and compasses furnished with a pencil point. In all the Mathematical subjects marks are given for neatness, arrangement, good style and well-drawn figures. Tables of Four Place Logarithms of Numbers and Trigonometrical Functions will be provided for the use of candidates in the Higher Grade and in Honours.

Lower Grade.

The examination in Lower Grade Mathematics will consist of three papers (Mathematics I., II. and III.), for each of two of which two hours will be allowed, while one hour will be allowed for the third. It will embrace the following subjects:—

Arithmetic. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

Algebra. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

Geometry. The main propositions given in Euclid, Books I. and III., with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Candidates who take the Lower Grade Examination in Mathematics may not be presented in any of the Additional Subjects.

Higher Grade.

The examination will consist of three papers (Mathematics I., II. and III.), for each of which two hours will be allowed, and will embrace the following subjects:—

Algebra. The subjects of the Lower Grade; more difficult transformations, equations and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem: ratio; proportion; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

Geometry. The main propositions in Euclid I.–VI. and XI., 1–21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane-faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Trigonometry. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

Candidates who take the Higher Grade Examination in Mathematics may be presented in one (but not in more than one) of the Additional Subjects. Those who have already passed in the Higher Grade may take two Additional Subjects without being presented again in Mathematics.

Honours.

The examination will consist of four papers, arranged as described below. Candidates must pass with credit in each, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra (1½ hours). The subjects of the Higher Grade with more difficult examples; the elements of indeterminate coefficients and partial fractions; inequalities; elementary treatment of maxima and minima; permutations and combinations; the binomial theorem with positive integral indices; the exponential series and elementary cases of recurring series together with the application of the simplest tests for their convergency or divergency; the graphic representation of simple algebraic functions; the elementary theory of complex numbers.

2. Geometry (2 hours) including Euclid with deductions, and the following sections of Modern Geometry :—Line segments (signs of segments, relations among segments); transversals; properties of the centroid and orthocentre of a triangle and of its circumscribed, inscribed, escribed and nine-point circles; harmonic ranges and pencils; pole and polar; radical axis; similitude; inversion.

3. Trigonometry (1½ hours) as far as De Moivre's Theorem, with its application to simple series.

4. At least one of the following additional subjects, Geometrical Conics, Analytical Geometry, Higher Dynamics.

Additional Subjects.

1. Elements of Dynamics (1½ hours). Velocity; acceleration; the rectilineal motion of a uniformly accelerated particle; the laws of motion; the composition of forces; equilibrium: the centre of mass (gravity); common machines; work and energy; elementary hydrostatics.

2. Geometrical Conics (1½ hours). The properties of the parabola; the elementary properties of central conics; the sections of the cone.

3. Analytical Geometry (1½ hours). The straight line; transformation of co-ordinates; the circle.

4. Higher Dynamics (1½ hours). The elements of Dynamics, as above, treated with the help of Trigonometry; Atwood's Machine; parabolic motion of a projectile; composition of forces acting on a rigid body; uniform circular motion; impact; kinetic energy; centre of pressure; metacentre.

> No Candidate may take any of the Additional Subjects unless he is at the same time a Candidate in Mathematics (Higher Grade or Honours), or unless he has already passed in Higher Grade Mathematics. If presented in the Higher Grade, he may take one (but not more than one) such subject. If presented in Honours, or if he has already passed in the Higher Grade, he may take two. If a Candidate has not already passed in the Higher Grade of Mathematics, no credit will be given for success in the additional subjects unless he attains a certain standard of proficiency in Mathematics.

Book-keeping and Commercial Arithmetic.

The Examination in Book-keeping and Commercial Arithmetic will consist of the following papers. Candidates must pass in both. *No pupil may be presented for this branch of the examination unless he has either* (*a*) *already obtained the Intermediate Certificate or* (*b*) *passed in Lower Grade Mathematics in a previous year.*

1. Book-keeping (3 hours). Candidates will be required to answer easy questions on the principles and practice of Book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance-sheets and profit and loss accounts. Special marks will be given for neatness and style.

2. Commercial Arithmetic (2 hours). A thorough knowledge of Arithmetic will be expected with special proficiency in discount, interest, approximations, exchange, foreign weights and measures, and such questions as are likely to arise in commercial transactions. An exercise in calculation, involving speed and accuracy, will be given.

December, 1906.

NOTE AS TO PAPERS IN ENGLISH.

Various representations have from time to time been made in connexion with the examination in English, and these representations have been the subject of careful consideration in the light of the experience of past years. My Lords attach great value to these suggestions, made, as they are, by those whose means of judging are large.

Their Lordships think that the following are principles upon which the most competent judges would be in agreement, and They wish it to be understood that they will prevail in the conduct of the examination :—

1st. The first and most essential requirement in the examination will be a fair power of writing lucid, connected and grammatical English, such as may prove the candidate to have had an adequate training in composition. His command of English should appear as much in the general style of his answers as in his faculty for writing a set composition on a prescribed theme; accordingly, in the Lower Grade at least, the formal essay, as a test in composition, may occasionally be dispensed with altogether.

2nd. He will be expected to give evidence of such power of interpretation as may prove that he has been trained to read with care and thought, and to exercise his mental faculties in endeavouring to discover the meaning of a passage of ordinary difficulty.

3rd. He must also show a comprehension of the principles of English grammar (including etymology and prosody), and a general acquaintance with the leading grammatical rules under some system in current use. But his proficiency in these branches will be judged less by formal tests than by the range and precision of his general vocabulary, and by his power of applying grammatical knowledge to the interpretation of words and constructions which actually arise in the course of his reading. In the Higher Grade some knowledge of the history of the English language may reasonably be expected.

4th. In regard to English Literature, my Lords think that candidates may be expected to have some acquaintance with the authorship and period of the leading masterpieces of our Literature. This need involve no multiplicity of biographical or bibliographical detail, and it may be acquired with no undue burden of time or labour. Knowledge of Literary History should in all cases be based upon a first-hand acquaintance with literature itself, acquired by the careful study of a few well-chosen masterpieces, supplemented by more cursory reading in a wider but no less carefully selected range of English classics. Answers which show that the study of English Literature has been interpreted to mean the committing to memory of lists of authors and their books —and the answers of candidates so trained seldom fail by an occasional absurdity to give evidence of such training—will be treated with the utmost rigour, and will not be held to compensate for deficiency in the essential parts of the examination. On the other hand such answers as show independent reading, careful and methodical instruction, or intelligent criticism, will be accorded full weight in adjudging marks, more especially in the Higher and Honours Grades. Lower Grade candidates cannot be expected to have read so widely, or to have acquired such powers of reflection ; and the standard of attainment required of them in this part of the subject will be correspondingly less exacting. Literary History, in particular, will form a comparatively unimportant element in the examination in this Grade. But, with this difference, the study of Literature, so far as it goes, should aim at the same ends, and be prosecuted by the same methods, in the Lower as in the Higher Grade.

5th. History and Geography should be included in the curriculum of every school. My Lords are well aware of the disadvantages which, at all events at the Lower Grade stage, attend the testing of these subjects, and particularly of Geography, by means of written papers. For the present, however, and until curricula in preparation for the Intermediate Certificate have been approved for all schools presenting candidates for this examination, Their Lordships propose to retain History and Geography as integral parts of the English paper in the Lower Grade. These subjects will for the present year be also included in the Higher Grade Paper. But in 1908, and in subsequent years, three distinct papers will be set in the Higher Grade, *i.e.*, one in English, one in History and one in Geography.

December, 1906.

NOTE AS TO PAPERS IN MODERN LANGUAGES.

My Lords desire to remind School Authorities of the terms of the Circulars issued on the 15th June and 1st August, 1901.

While neither commercial nor literary questions will be included in the ordinary French and German Papers of any Grade, Their Lordships are prepared, in the event of candidates coming forward, to have special papers set in Commercial French and Commercial German. Except with the express sanction of the Department, no candidate will be admitted to this separate examination in either language unless he has already passed in the Higher Grade in the language in which he desires to be examined.

The general grouping and arrangement of the papers will be much the same as at last examination. No candidate will be allowed to pass who does not attain a certain minimum in translation and composition.

The papers set for Honours will be entirely distinct from that set for the Higher Grade. They will be two in number, the first consisting mainly of composition, and the second of translation and more advanced grammar. My Lords do not propose in the meantime to discontinue the practice hitherto followed of allowing unsuccessful candidates for Honours in Modern Languages to pass in the Higher Grade, provided their work bears witness to a level of attainment corresponding to that required for a pass in the Higher Grade on a Higher Grade paper.

Candidates in the Lower Grade will be required to reproduce in French or German a story that has been read aloud to them in English. A similar, though not necessarily an identical, exercise constitutes a recognised part of the Higher Grade papers. Neither test will, however, be applied to Honours candidates. Instead, they will be afforded an opportunity, in the first Honours paper, of showing their powers of free composition in an essay on some simple theme.

The marks given for fair writing in the German character now form an integral part of the ordinary total.

My Lords are fully alive to the importance of the oral side of Modern Language Teaching. In several cases They have already refused to admit to the examination candidates from Schools where the report of the Inspector who visits the School shows that pronunciation has been neglected. In this connection Their Lordships desire, further, to draw attention to the regulations as to oral examination which are laid down in Circular 340.

December, 1906.

NOTE AS TO LATIN AND GREEK PAPERS.

My Lords have considered the various remarks submitted to Them from time to time in regard to the examinations in Latin and Greek for the Leaving Certificate. In the past, complaints have been made that in certain grades the papers set have sometimes been of undue difficulty. Without pronouncing any opinion as to this, my Lords agree that it is undesirable to set any test which is of an involved or confusing character. But, while anxious to avoid undue difficulty, my Lords cannot hold out the hope that the test applied in judging the answers to such papers as may be set will be relaxed. One of the objections to undue difficulty in questions is that this may very probably lead to undue leniency in the test applied. My Lords think it more desirable to reverse the process; and, while restricting the questions or exercises to a moderate standard, to be severe in exacting a certain amount of correct answering as a minimum.

It is undoubtedly difficult, having regard to the diverse objects which these examinations have to serve, to fix the precise standard which ought to be maintained ; but my Lords can only state that They continue to study the matter carefully in the light of experience, and in consultation with those best able to form an opinion.

The general arrangement of the papers will follow the model of 1906.

December, 1906.

Leaving Certificate Examination, 1907. Circular 365.

Secondary Schools.

Scotch Education Department,
17th December, 1906.

SIR,

1. I am directed to inform you that my Lords propose that the next Written Examination for Leaving and Intermediate Certificates shall begin on Wednesday, the 19th of June.

2. My Lords would strenuously discourage the haphazard presentation of pupils in isolated subjects. Every candidate who is admitted to the Examination at all, ought to have some definite form of Group Certificate in view.

3. Leaving and Intermediate Certificates are now granted only under the conditions explained in Circulars 340 and 389, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form * to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the close of the session.

4. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, 28th January, 1903, and 31st March, 1906, respectively (Circulars 358, 375 and 392), dealing with the recently instituted Commercial, Technical, Special Group and Army Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed (if not already approved) should be made *at once* to the Department, accompanied by the relative Syllabuses and Time Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

5. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained. After the Examination in 1907 Honours papers will be entirely discontinued.

6. Your attention is requested to the accompanying Notes as to Latin and Greek and Modern Languages. In connection with Modern Languages, I am again to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to ask your particular attention to the terms of the note as now revised.

7. I am to refer you to Their Lordships' Circular Letter of 11th September, 1903 (Circular 376), relating to the Mathematical Papers. Two copies of the Note as to these Papers are enclosed herewith. Special attention is drawn to the modifications in the regulations as to presentation in Additional Subjects and in Book-keeping and Commercial Arithmetic.

I am to point out that, while questions in Arithmetic continue to form an integral part of the papers set in the Higher and Lower Grades, no candidates can be presented in Arithmetic only.

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* For Leaving Certificates Form A. 22, and for Intermediate Certificates Form A. 104.

Books of Logarithms will be supplied by the Department for the use of candidates presented in the Higher Grade and in Honours. These books must be returned to the Department at the close of the Examination.

A few pages of the books in which the answers to the Mathematical Papers are to be written will be square-ruled.

8. Candidates will be examined in Drawing, Science and Gaelic, under the conditions indicated respectively in the Department's Circulars 367, 368 and 383.

9. No candidate's name will be accepted unless he or she will be at least 15 years of age on the 1st of January next following the proposed presentation.

10. As those Secondary Schools from which candidates have been previously presented are kept on the lists of the Department, it will not be necessary to make any application for the admission to the Written Examination of pupils attending them.

11. My Lords desire to remind you that only those pupils will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

Junior students may be presented for examination in the Higher Grade of any subject included in the approved curriculum. (*See* Article 10 (*b*) of the Regulations for the Training of Teachers). *They may not be presented for examination in the Lower Grade of any subject.*

12. As last year, my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows :—

For 41–80 candidates, one Assistant ;
For 81–120 candidates, two Assistants ; and so on.

The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

13. Owing to the large number of candidates and the limited funds at Their Lordships' disposal it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

I have, etc.,
J. STRUTHERS.

Leaving Certificate Examination, 1907. Circular 366.
State-aided Schools only.

Scotch Education Department,
17th December, 1906.

SIR,

1. I am directed to inform you that, as in previous years, candidates from the Higher Departments of State-aided Schools will be admitted to the Examination, if upon due enquiry these Departments should appear to be of such a character as to warrant the benefits of the Examination being extended to the scholars in attendance.

2. My Lords would strenuously discourage the haphazard presentation of pupils in isolated subjects. Every candidate who is admitted to the Examination at all ought to have some definite form of Group Certificate in view. The Examination is intended to be a test of higher education only, and unless there is a reasonable probability that pupils will continue their studies to a stage of some advancement, Their Lordships think that attention should be directed rather to the opportunities for special work which are furnished by the Supplementary Courses sanctioned in Article 21 of the Code.

If, after the Examination, it is found that the presentations of the candidates from any particular School indicate that no serious attempt is being made to fulfil the proper purpose of the Examination, my Lords reserve to Themselves the right to disallow the papers.

A form of application for admission to the Written Examination (H (14)) will be sent to all State-aided Schools from which candidates were presented this year. All the information required by the Department should be given on this form, and no letter should be sent with it unless there are special circumstances to explain.

Forms for other Schools can be obtained on application to the Department.

3. Leaving and Intermediate Certificates are now granted only on the conditions explained in Circulars 340 and 389, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form * to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the close of the session.

4. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed (if not already approved) should be made *at once* to the Department, accompanied by the relative Syllabuses and Time-Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

5. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained. After the Examination in 1907 Honour Papers will be entirely discontinued.

6. Your attention is requested to the accompanying Notes as to Latin and Greek and Modern Languages. In connection with Modern Languages, I am again to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to ask your particular attention to the terms of the Note as now revised.

7. I am to refer you to Their Lordships' Circular Letter of the 11th September, 1903 (Circular 376), relating to the Mathematical Papers. A copy of the Note as to these Papers is enclosed herewith. Special attention is drawn to the modifications in the regulations as to presentation in Additional Subjects and in Book-keeping and Commercial Arithmetic.

I am to point out that while questions in Arithmetic continue to form an integral part of the Papers set in the Higher and Lower Grades, no candidates can be presented in Arithmetic only.

Books of Logarithms will be supplied by the Department for the use of candidates presented in the Higher Grade and in Honours. These books must be returned to the Department at the close of the Examination.

A few pages of the books in which the answers to the Mathematical Papers are to be written will be square-ruled.

8. Candidates will be examined in Drawing, Science and Gaelic under the conditions indicated respectively in the Department's Circulars 367, 368 and 383.

9. No candidate's name will be accepted unless he or she will be at least 15 years of age on the 1st of January next following the proposed presentation.

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* For Leaving Certificates Form A. 22, and for Intermediate Certificates Form A. 104.

10. The Written Examination will begin on *Wednesday, the 19th June.*

11. Candidates must be—

(*a*) Pupils who have been in regular attendance at the School from January to the date of the Examination ; or

(*b*) Junior Students ; or

(*c*) Pupil Teachers or Ex-pupil Teachers actually engaged in the School.

Junior Students may be presented for examination in the higher grade of any subject included in the approved curriculum. (*See* Article 10 (*b*) of the Regulations for the Training of Teachers). *They may not be presented for examination in the Lower Grade of any subject.*

12. Pupils from Continuation Classes are not eligible for admission to the Examination.

13. No grant is attached to a pass in the Leaving Certificate Examination.

14. In order that the arrangements for the Written Examination, which are on a large scale, may be duly made, my Lords must decline to consider any application for admission to the Examination which is not received by the 20th March next. Application must be made in respect of those Schools from which candidates were admitted this year, as well as for those in connexion with which no examination has yet been held.

15. As last year, my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows :—

For 41–80 candidates, one Assistant ;
For 81–120 candidates, two Assistants ; and so on.

The expense of one Supervising Officer *for each subject* will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

16. Owing to the large number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

Place of Examination.

17. (*a*) My Lords will not be able to hold a separate examination for a small number of candidates unless it can be shewn that their attendance at another School, where an examination is to be held, would be impracticable.

(*b*) In the case of a School Board which proposes to present candidates from two or more Schools within the district of the Board, all the candidates must be examined together at one school, if there is sufficient accommodation.

I have, etc.,
J. STRUTHERS.

Leaving Certificate Examination, 1907. Circular 383.
Gaelic.

Scotch Education Department,
1st December, 1906.

SIR,

I am directed to state that my Lords are prepared to consider applications for the examination in Gaelic of pupils or pupil teachers in Schools in which provision is made for systematic instruction in that language.* This examination forms an integral part of the Leaving

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* Candidates for the King's Scholarship Examination, 1907, who desire to obtain marks for Gaelic must be presented at this examination. (*See* Syllabus.)

Certificate Examination, but, in the meantime, only one standard is recognised for a pass, that standard being regarded as equivalent to the Lower Grade in other language subjects. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the qualifications of the teachers for work in this special subject are such as may be approved by the Department;

(*b*) that the curriculum of instruction is satisfactory;

(*c*) that all pupils presented will be at least 15 years of age on the 1st January succeeding the examination, and that they have followed the approved curriculum in its entirety.

I am to say that my Lords attach the highest importance to the preceding conditions, inasmuch as their fulfilment will render it possible to give due weight to the verdict of the teacher in determining the success or failure of individual candidates. It is Their Lordships' desire that much should depend on the actual record of work performed by each pupil during the period of instruction.

So far as outside tests are concerned, I am to explain that ability to conduct a conversation in Gaelic will be regarded as essential. The written paper (in which the orthography of the dictionaries of Macleod and Dewar or of Maceachan should be followed) will comprise (1) translation into English of unseen prose and verse passages of ordinary difficulty, chosen from standard Gaelic literature, (2) translation into Gaelic of a simple English passage, (3) reproduction in Gaelic of a short story read aloud in English, (4) questions on elementary Gaelic grammar.

The written paper will be set in the usual course along with the rest of the written portion of the Leaving Certificate Examination. The application of the conversational test and the verification of the teacher's verdict will be entrusted to one of His Majesty's Inspectors or to some other person specially appointed, who will visit the School on a date to be arranged with the School Authorities. On the occasion of that visit a list of candidates must be presented to the Examiner which shall show, as regards each candidate, the degree of proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course. All exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also apply such tests relative to the approved course of instruction as he may deem desirable.

I am to point out that my Lords have deliberately refrained from offering any suggestions as to the length and character of the curricula of which They would be prepared to approve. Circumstances vary considerably, and it appears inexpedient to lay down definite regulations until experience has shown what is the minimum that may properly be exacted. In the meantime, each case will be considered on its merits, and provisional approval will be extended to any well arranged course that offers reasonable opportunity for serious study. It is hardly necessary to add that, while there may be a certain amount of elasticity in regard to the curriculum, the standard of pass all over will, as far as possible, be an absolutely uniform one.

Where it is desired to present candidates in Gaelic, whether for the purpose of the Leaving Certificate Examination or for the award of marks for the King's Scholarship Examination, 1907, application should be made on the accompanying form, which should reach the Department not later than 1st March, 1907.

I have, etc.,

J. Struthers.

Leaving Certificate Examination
and
King's Scholarship Examination
Drawing.

Circular 367.

Scotch Education Department,
31st December, 1906.

SIR,

1. I am directed to state that my Lords are now prepared to consider applications for next year's examination in Drawing of pupils in Secondary Schools, or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. This examination forms an integral part of the Leaving Certificate Examination, but only one standard is recognised for a pass. If a pupil who has already passed gives evidence of further successful work in this subject in subsequent years, an endorsement to that effect will be made upon the Leaving Certificate he may obtain at the end of his school career. In the case of a pupil who has previously obtained an Intermediate Certificate such an endorsement would fall to be made on the back of that Certificate. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the School is suitably equipped for the purpose of giving instruction in Drawing;

(*b*) that the qualifications of the teachers are such as may be approved by the Department;

(*c*) that the curriculum of instruction is satisfactory;

(*d*) that all the pupils presented will be over 15 years of age on the 1st January succeeding the examination, and that they have been under instruction according to the approved curriculum for a period of at least three years, receiving instruction for two hours a week or for such time otherwise distributed as will amount in the aggregate to an average of two hours a week over the whole period of instruction, provided always that the distribution of instruction is approved as satisfactory.* In this connection, however, attention is drawn to the terms of the next succeeding paragraph, numbered 2.

2. Candidates for the award of Intermediate Certificates in 1907, whose curriculum includes Drawing, *even though owing to special circumstances, the conditions for a pass, as laid down in the preceding paragraph (d) have not been fulfilled*, should be presented to the Inspector for consideration of their work in that subject. But as a rule, such candidates will be expected to have been under instruction for two hours a week during each year in which Drawing has been included in their approved curriculum.

3. When the application is admitted, an examination will be held either at the school or at some convenient centre, by Inspectors of the Department or by other persons specially appointed. As far as possible, the examination will be held on a date convenient for the school.

4. A list of candidates, including Pupil Teachers desirous of being examined for the purpose of obtaining marks in Drawing for the King's Scholarship Examination, 1907, must be presented to the Examiner on Forms A. 51 and A. 52, which shall show as regards each candidate the precise amount of instruction received, and the proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course. Cases where, for good reason shown, Pupil Teacher candidates have not completed a full three years of an approved course, will nevertheless be specially considered by the Examiner with a view to the award of marks on a lower scale for the King's Scholarship Examination, 1907.

5. All drawings and exercises of the candidates must be preserved and must be available for reference by the Examiner, who will also set such tests relative to the approved course of instruction as he may deem expedient. Where for purposes of guidance or instruction the teacher has

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* In special circumstances the Department may accept an average of less than two complete hours a week, provided always that the course of instruction to be approved extends over a continuous period of more than three years.

found it necessary to work upon a pupil's drawing, the words "Worked upon" should be written in the corner and initialled by the teacher. It is strongly recommended that all drawings should be executed upon separate sheets of paper instead of in books. Each drawing when completed could then be placed in the candidate's portfolio, colour work and black-and-white work being kept distinct.

6. Schools desiring to present candidates, either for the purpose of the Leaving Certificate, or for consideration of their work for the purpose of the Intermediate Certificate, or for the award of marks for the King's Scholarship Examination, should make application to the Department at once for Form A. 46; this form, duly completed, should be received at the Department not later than the 1st March, 1907.

I have, etc.,

J. STRUTHERS.

Leaving Certificate Examination
and
King's Scholarship Examination.
Science.

Circular 368.

Scotch Education Department,
31st December, 1906.

SIR,

1. I am directed to state that my Lords are now prepared to consider applications for the examination in Science of pupils in Secondary Schools or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. Only those scholars who have received instruction in Science in recognised Schools, according to a curriculum which extends over at least three years and provides throughout in every case for experimental work on the part of the pupils, will be accepted for the examination, success in which will testify to the satisfactory conclusion of an approved course of instruction in the subject. An accepted course must embrace, as a rule, a minimum of 480 hours' instruction in Science.

2. The examination forms an integral part of the Leaving Certificate Examination, but will not be on the same footing as in other subjects, where one or more papers are set for all candidates. Instead of this, it will be chiefly oral and practical, and in each School will be based upon the curriculum of the School, and upon the profession made of the work done, provided that the curriculum can be regarded as satisfactory in character and the profession of work as adequate in amount. It must be understood, however, that the standard will be a high and, so far as my Lords can secure it, a uniform one. As in previous years, this examination in Science will be on the Higher Grade standard. If a pupil who has once passed gives evidence of further successful work in Science in subsequent years, an endorsement to that effect will be made upon the Group Certificate he may obtain at the end of his School career.

3. Candidates for the award of Intermediate Certificates in 1907 whose curriculum includes Science should be presented to the Inspector for consideration of their work. But, as a rule, such candidates will be expected to have been under instruction for three hours a week during each year in which Science has been included in their approved curriculum.

4. Schools desiring to present candidates at the next examination for either of the foregoing purposes, or for the purpose of obtaining marks at the King's Scholarship Examination, 1907,* should make application to the Department at once for Form A. 58; this Form, duly completed, should be received at the Department not later than the 1st March, 1907.

I have, etc.,

J. STRUTHERS.

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*N.B.—Cases where, for good reason shown, Pupil Teacher Candidates have not completed a full three years of an approved course, will nevertheless be specially considered by the Examiner with a view to the award of marks on a lower scale for the King's Scholarship Examination, 1907.

Secondary Schools Inspection, 1907. Circular 372.

Scotch Education Department,
9th January, 1907.

SIR,

With a view to the completion of arrangements for the inspection of Secondary (and Preparatory) Schools this year, I am to request you to inform my Lords whether inspection is this year desired for the above-named school. If so, one of each of the enclosed forms should be filled up and forwarded to the Department at your earliest convenience.

I am to remind you that all schools from which pupils are presented at the Leaving Certificate Examination must be inspected under the direction of my Lords.

It should be clearly understood that the Reports upon Secondary (or Preparatory) Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,
J. STRUTHERS.

Secondary Schools. Circular 373.
Inspection under the Educational Endowments (Scotland) Act, 1882.

Scotch Education Department,
9th January, 1907.

SIR,

With a view to the completion of arrangements for the inspection of Secondary (and Preparatory) Schools this year, my Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

It should be clearly understood that the Reports upon Secondary (or Preparatory) Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,
J. STRUTHERS.

Intermediate Certificates. Circular 389.

Scotch Education Department,
24th March, 1906.

SIR,

1. Adverting to Their Lordships' Circular Letter of 16th January, 1902 (No. 340), I am to inform you that my Lords regard the system of Group Certificates therein established as now sufficiently developed to render possible a further step in the direction of placing the Intermediate Certificate upon a satisfactory permanent basis.

2. The essential purpose of the Intermediate Certificate is to testify to the successful conclusion of a well-balanced course of *general* education suitable for the requirements of pupils who leave school at 15 or 16, or, alternatively, of pupils who, although they continue in attendance until 17 or 18, deem it desirable to devote the last two or three years of their school life to some form of more specialized study—literary, scientific, technical or commercial. The fundamental conditions of issue ought, therefore, to be—that the course of education, to whose completion it testifies, is sound, judged by educational principles; that it has a clear aim and purpose; and that, in each subject of the course, the instruction is given by teachers of proved competency. Upon the observance of these principles my Lords now propose to insist.

3. It should, however, be clearly understood that Their Lordships have no desire to impose a rigid uniformity of curriculum. While the recognition of any school as a Higher Grade—or, more generally, an Intermediate —School will *ipso facto* carry with it the right of presenting pupils for the Intermediate Certificate, Their Lordships will give favourable consideration to proposals from other schools, including Secondary Schools, in all cases where the course suggested for approval extends over three years and makes adequate provision for instruction in a sufficiently wide but not heterogeneous range of subjects of Secondary Education.

4. In order to render the transition stage more easy, my Lords will in the meantime regard as 'provisionally approved,' for the purposes of the Intermediate Certificate on its new conditions, all schools that have, in 1905 or in any preceding year, successfully presented candidates for the Intermediate Certificate as described in Circular 340. This provisional approval will extend until the Examination of 1907, inclusive, any group of subjects that conforms to the conditions of Circular 340 being accepted as the subjects of a provisionally approved curriculum. In 1908 and following years Intermediate Certificates will not be issued to the pupils of any school other than a Higher Grade School, unless its 'Intermediate Curriculum' shall have been specifically approved by Their Lordships.*

5. Apart from its inherent desirability, the adoption of these principles carries with it a very important incidental advantage. The risk of a chance verdict, on the result of examination papers, can now be avoided by attaching a substantial degree of weight to the opinion of the various teachers through whose hands a pupil may have passed. The value of such an arrangement has long been recognised by their Lordships. The idea that underlies it has already taken practical shape in connection with the qualifying examination for admission to Supplementary Courses, and also in connection with the record that is preserved of the work done by students in training for teachers. In both these instances the results have been most encouraging and such as fully to justify my Lords in availing Themselves of the earliest opportunity that has presented itself for formally inviting the teachers of Intermediate and Secondary Schools to assume a proper share of responsibility for the Certificates that are to be awarded to their pupils. In future, no Intermediate Certificate will be granted or withheld without fair consideration of the deliberate judgment of the teachers as to the proficiency of the candidates as shown by their work in school. It hardly needs to be pointed out that, in the first instance, the measures to be taken by Their Lordships must be tentative only. The rate of further advance will necessarily be determined by experience.

6. The line of action just indicated entails certain obvious consequences. All pupils who become candidates for Intermediate Certificates must have completed the approved curriculum in its entirety. They must also be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination. Further, such presentation must be simultaneous, taking place not earlier than the end of the third year of the course. The lowest limit of age will be 15, as at present. The presentation will normally be on the Lower Grade in each of the subjects taken, and it is to be specially noted that, for the purposes of this Group Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account will be taken, moreover, of those subjects of the curriculum to which the direct test of examination papers cannot well be applied. The general standard which Their Lordships would desire to keep before them is the degree of all-round proficiency that a well-taught pupil of average ability might

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* It is the ultimate intention of Their Lordships to make qualification for the Intermediate Certificate a condition precedent to entering upon a course approved for any form of Leaving Certificate. It is, therefore, highly desirable that every Secondary School which aims at putting forward its pupils for the Leaving Certificate should, before the expiry of the stated period, take such steps as may be necessary to secure approval for its 'Intermediate Curriculum.'

reasonably be expected to attain, if he applied himself to his studies with ordinary diligence.

7. It will be observed that isolated successes at the Leaving Certificate Examination are henceforward to count for nothing in the matter of the Intermediate Certificate. Their Lordships feel that the time has hardly come when They ought entirely to prohibit presentations in the Lower Grade in single subjects. But They would strongly urge upon Managers the wisdom of doing all in their power to discourage a practice which cannot be defended on educational grounds. In order to make Their own position perfectly clear, my Lords have decided to discontinue altogether the issuing of documents in attestation of Lower Grade passes. As heretofore, the results of the written examination will be communicated to the authorities of the school, and a complete record will be retained in the Department. Should any candidate desire to utilise a success in order to secure exemption from some other examination, it will be necessary for him or her to prefer a request to the Department, whence the information will be forwarded direct to the examining body in question.

I have, etc.,

J. STRUTHERS.

Leaving and Intermediate Certificates. Circular 340.
(*Revised.*)

Scotch Education Department,
16th January, 1902.

SIR,

1. With reference to Their Lordships' Circular of 20th December, 1901, I am now to lay before you a statement of the conditions under which it is proposed that Leaving Certificates shall in future be issued.

2. My Lords have decided that there shall be two classes of Certificates. One of these, the Leaving Certificate proper, is intended to mark the completion of a full course of secondary education. The other, to be called the Intermediate Certificate,* is primarily intended to meet the case of those schools which, although they may be doing valuable work in secondary subjects, are yet unable, from one cause or another, to retain their pupils long enough to enable them to reach the standard of the Leaving Certificate proper. This latter Certificate will, however, always be open to pupils of any school who may satisfy the prescribed conditions. I am to remind you that, while candidates will no longer be furnished with a "Leaving Certificate" for each subject in which they may be successful, they will receive instead a document certifying that they have passed in a specified subject and grade in the Leaving Certificate Examination. Applicants for Leaving Certificates must have been receiving higher instruction at some recognised school for not less than four years. In the case of applicants for Intermediate Certificates, the corresponding period shall be two years.

3. To prevent over-pressure, it seems to Their Lordships desirable that a minimum age should be fixed. They therefore propose that a Leaving Certificate shall not be issued to any candidate who is under 17 years of age on the 1st of October of the year in which he passes the last of the written examinations that would fall to be recorded on the face of his Certificate. Similarly, the limit for the Intermediate Certificate will be 15.

4. So far as the written Examination is concerned, the following are the conditions that have been approved of by my Lords.

(*a*) Candidates for the Leaving Certificate must have passed in four subjects on the Higher Grade standard, or in three subjects on the Higher Grade standard and two on the Lower. A pass in Drawing will be accepted in lieu of one of the two Lower Grade passes. All candidates must have passed in Higher English and in either Higher or Lower Grade Mathematics. The remaining subjects may be either Science with one or more languages (Latin, Greek, French, German, Spanish, or Italian), or languages only. But where two or more languages other than English are taken, the candidate's group must include either Higher or Lower Grade Latin. A pass in Spanish, Italian, or Science (in each of which subjects there is only one examination) shall be reckoned as a pass on the Higher Grade standard.*

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* For revised conditions governing the issue of the Intermediate Certificate, *see* Circular 389.

(*b*) Candidates for the Intermediate Certificate must have passed in four subjects, at least one of these subjects being on the Higher Grade standard.† All candidates must have passed in English and in Mathematics, but a pass in Higher Arithmetic will be accepted in lieu of a pass in Lower Mathematics.‡ The remaining subjects may be either Science with one language (Latin, Greek, French, or German), or languages only. There being only one examination in Science, and that on the Higher Grade standard, candidates shall, for the purposes of the Intermediate Certificate, be deemed to have passed in Science on the Lower Grade standard if they have satisfied the Inspector who visits the School as to their due instruction and progress in Experimental Science and have also passed in Drawing.§

5. In all cases a pass in Honours shall be held to cover a pass in Higher Grade, and a pass in Higher Grade to cover a pass in Lower Grade. The grade in which a candidate passes in each of the subjects in respect of which the Certificate is awarded will be recorded on the face of the Certificate. Any further successes that may have been gained, such as passes in any of the additional Mathematical subjects, or in Book-keeping and Commercial Arithmetic, or in Commercial French or Commercial German, will be placed to the credit of the candidate by being endorsed on the Certificate.

6. I am, however, to inform you that it is not the intention of Their Lordships that Certificates of either class shall be issued merely on the strength of the requisite number of passes in the written Examination. My Lords must be satisfied that the course of instruction undergone by the candidate has been of adequate range and quality, and that proper attention has been paid to those elements of the curriculum that do not admit of being fully tested by written papers. The Inspector who visits the School will be instructed to enquire and report to their Lordships as to these points. Such enquiries will be directed towards ascertaining, for instance, whether the study of subjects in which passes have been secured in former years, is being continued in adequate measure, whether a candidate's knowledge of a language, English or other, has been wholly obtained from disconnected reading, or whether he has a real acquaintance with at least some of the masterpieces of its literature, and whether, especially in the case of a modern language, sufficient care has been bestowed on the training of the ear. In certain circumstances, even in the present year, my Lords may deem it advisable to call for a special report as to the appearance made by individual candidates under oral examination, and They wish teachers and managers to understand that increasing importance will be attached to this aspect of the Examination in future.

7. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of

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The following modifications have been made since the first issue of this Circular:—

* A pass in Gaelic is reckoned as a pass on the Lower Grade (C. 383).

† The pass in Higher Grade is not now insisted upon (C. 389).

‡ After 1906 Higher Arithmetic ceases to be accepted as an alternative for Lower Mathematics (C. 376).

§ A pass in Drawing is not now insisted upon, provided that candidates have gone through an approved course of instruction in Science extending over not less than 320 hours (C. 368).

March, on a form to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

8. The present Circular entirely supersedes the existing regulations for the issue of Group Certificates, except in so far as application for these latter may still be made on behalf of such candidates as have fulfilled the whole of the necessary conditions not later than the Examination of 1901. For the purposes of the new Certificates, candidates who hold what have hitherto been termed "Leaving Certificates" shall be deemed to have passed in the subject and grade thereon specified.

9. These changes, which have been decided upon after prolonged and careful deliberation, are introduced with the view of fostering continuous and well-regulated courses of study according to a definite plan. My Lords trust that, in carrying them out, They may rely upon a continuance of that loyal support on the part of the teachers and managers to which the benefits that have so far resulted from the institution of the Leaving Certificate Examination have been in no small measure due. In particular, teachers should endeavour to secure that the new Certificates are not claimed on behalf of pupils who intend to return to school (this applies with special force to the Intermediate Certificate), while managers should do their best to impress upon the public, and chiefly upon parents and upon employers, a sense of the value of such Certificates as evidence that their possessors have not merely been successful in some isolated examination, but have reached a certain stage in a course of sound educational training fitted to develop their intelligence and prepare them for the work of life.

I have, etc.,

H. Craik.

Leaving Certificate Examination, 1907. Circular 349.

Written Examination.

Scotch Education Department,
25th March, 1907.

Sir,

1. I am directed to remind you that the Leaving Certificate Examination will begin on Wednesday, the 19th June, and I am to give the following further particulars with respect to it.

2. In a few days the Department will issue a form on which exact information will be asked as to the numbers to be examined in the various grades of each subject.

This form (H. (1)) should be returned to the Department as soon as possible, and in any case so as to reach this Office not later than the 18th April.

To prevent disappointment on the day of the Examination, it is of the utmost importance that the form should be correctly filled up.

3. Candidates must be (*a*) Pupils who have been in regular attendance at the school from January to the date of the Examination; or (*b*) Junior Students*; or (*c*) Pupil Teachers or Ex-Pupil Teachers actually engaged in a State-aided School.

No Pupil, Junior Student, or Pupil Teacher who is not a *bonâ fide* candidate may be admitted to the Examination Room, and if a candidate attempts a Paper, his answers, whatever may be their character, must be sent to the Department.

4. The following subjects will be included in the written Examination:—English (including questions on Modern History and Geography),

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* Junior Students should be presented on the *Higher Grade Standard only*: see Article 10 (*b*) of the Regulations for the Preliminary Education, &c., of Teachers.

Latin, Greek, French, German, Italian, Spanish, Gaelic, Mathematics, Book-keeping with Commercial Arithmetic, Commercial French, and Commercial German.

5. If the authorities of any school desire to present pupils in Italian, intimation should be sent to the Department by 3rd April.

6. Papers in three Grades—Lower, Higher, and Honours—will be set in each of these subjects except Book-keeping and Commercial Arithmetic, Italian, Spanish, Gaelic, Commercial French and Commercial German, where only one Grade of Paper will be set.

7. For information as to the arrangement of the Papers and the character of the questions in Mathematics, I am to call your attention to the Note as to Mathematical Papers. I am also to call your attention to the Note as to Papers in English, the Note as to Latin and Greek Papers, and the Note as to Papers in Modern Languages. Copies of these Notes have already been sent to you.*

8. As on previous occasions, the examination will be general, and not in prescribed books. In the English Papers, where this might operate unfairly, the Department will endeavour to meet the difficulty by giving a considerable choice of questions in History, Literature, and Geography. Such an amount of knowledge as will enable a candidate to answer satisfactorily a sufficient number of the questions set in History and Geography will be expected from every pupil. Candidates in the Honours Grade will be at liberty to answer any of the questions set in the First Paper (Higher Grade Paper) in History and Geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

9. Candidates who are presented in the Lower and Higher Grades of Modern Languages will be required, as a test of Composition, to write a French, German, Italian, or Spanish version of a short and simple piece of English narrative which will either be read out during the Examination, or put before each candidate in the form of a summary. In order that there may be no misapprehension, I may explain that, where the passage is read out, this will be done once or twice by the Supervising Officer, or, if desired, by one of the teachers in the presence of the Supervising Officer, and that the candidates will then be required to reproduce the substance of it from memory in French, German, Italian, or Spanish. Candidates will not be allowed to make notes while the passage is being read. A similar test will be applied in Gaelic.

10. The Department have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. It is not proposed, in the meantime, to discontinue the practice which has hitherto prevailed, of allowing candidates, in certain cases, to pass in a lower grade than that in which they have been presented. The Department will, however, be unable to grant a pass in the Lower Grade in any subject to candidates who take Papers in the Honours Grade and fail to pass in the Higher or Honours Grade. In Mathematics a candidate will in no case be allowed to pass in a lower grade than that in which he is presented.

11. In Latin, Greek, French, German, and English, two Papers will be required in the Honours Grade. In Latin, Greek, French, and German, the First Honours Paper will be entirely separate from that set for the Higher Grade. In Book-keeping and Commercial Arithmetic, separate Papers will be set, but a pass will be granted to those candidates only who satisfy the Examiners in both branches.

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* These papers are on sale (price 6d.) and can be obtained, either directly or through any bookseller, from Oliver & Boyd, Edinburgh; or Wyman & Sons, Limited, Fetter Lane, London, E.C.

If you require copies you should ask for the Pamphlet containing the Circulars relating to the Leaving Certificate Examination to be held this year.

12. The examination will take place simultaneously at each centre, beginning on Wednesday, June 19th. The subjects will be taken in the following order :

Wednesday, June 19th - -	11 a.m.	Mathematics : Paper I. (Lower and Higher) and Algebra (Honours).
,, ,, ,, -	2 p.m.	Mathematics : Paper II. (Lower and Higher) and Geometry (Honours).
Thursday, June 20th - -	10 a.m.	English (Lower, Higher, and 1st Honours.)
,, ,, ,, - -	2 p.m.	Mathematics : Paper III. (Lower and Higher) and Trigonometry (Honours).
Friday, June 21st - -	10 a.m.	French (Lower, Higher, and 1st Honours).
,, ,, ,, - -	2 p.m.	Greek (Lower, Higher, and 1st Honours) or Book-keeping.
Monday, June 24th - -	10 a.m.	Latin (Lower, Higher, and 1st Honours).
,, ,, ,, - -	2 p.m.	German (Lower, Higher, and 1st Honours).
Tuesday, June 25th - -	9.30 a.m.	Commercial Arithmetic.
,, ,, ,, - -	12 noon	Analytical Geometry.
,, ,, ,, - -	2 p.m.	Dynamics.
,, ,, ,, - -	4 p.m.	Geometrical Conics.
Wednesday, June 26th -	10 a.m.	English (2nd Honours Paper).
,, ,, ,, -	2 p.m.	Latin (2nd Honours Paper) or Commercial French.
,, ,, ,, -	4 p.m.	Commercial German.
Thursday, June 27th - -	10 a.m.	French (2nd Honours Paper).
,, ,, ,, - -	2 p.m.	Greek or German (2nd Honours Paper), or Spanish, Italian, or Gaelic.

13. On each occasion, the Papers for the Lower Grade and the Higher Grade, and the First Paper for Honours in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each Paper in Languages and English will be two hours and a half in the Lower Grade, and three hours in the Higher and Honours Grades. In Commercial French and Commercial German the time will be one hour and a half for each Paper.

14. For the time allowed for the various Papers in Mathematics, you are referred to the Note as to Mathematical Papers. In previous years many candidates have failed to give the detailed work in these subjects. Candidates should be informed that in order to obtain full marks all the work must be shown. In this connection I am to direct your special attention to the circular letter (No. 339) issued by the Department on 12th December, 1901.

Candidates are recommended to write out the working very carefully in the first instance, so that a second copy may not be required and the time thus saved may be utilised for answering further questions.

15. Books of Logarithms will be supplied by the Department for the use of candidates presented in Mathematics. They will be sent to the Headmaster of the school at which the Examination is to be held. A Book should be supplied, before the Examination begins, to every candidate presented in Mathematics in the Higher Grade, or in Honours, and also in Commercial Arithmetic. If there are any spare copies, a book may also be supplied to any candidate presented in the Lower Grade who may wish to use it.

Candidates should be cautioned against writing in or otherwise damaging these books.

The Books must be returned to the Department at the close of the Examination.

16. The Examination will be held at the school from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical diagrams.

The instructions regarding the number of questions to be answered should, in all cases, be most carefully followed by candidates.

17. The use of scroll paper is absolutely prohibited. The rough work (if any should be necessary) as well as the fair copy is to be written in the books, and candidates should draw their pen through the rough work.

18. One piece of blotting paper only should be supplied to each candidate. It must be left on the desk at the end of each sitting. *Writing of whatever kind on blotting paper is strictly forbidden.* A fresh piece may be supplied by the Supervising Officer to a candidate who requires it and gives up the piece first supplied.

19. The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the Headmaster of the school at which the Examination is to be held, a short time before the Examination. These books are intended for use at the Examination only, and those which are not used must be returned to the Department after the close of the Examination in all the subjects. The carriage will be paid on arrival at the Department.

20. Any candidate introducing any book or note of any kind into the Examination Room, or detected in copying, will be liable to instant dismissal, and the case will be reported to the Department.

21. In previous years there have been several cases in which serious copying has been detected and the Department desire to impress upon school authorities the importance of doing all that is possible to prevent such dishonesty. The Department feel bound to deal with the practice severely, and candidates should be warned, before the examination, that a candidate in whose papers, on in any one of them, indisputable evidence of copying is detected, will not be allowed to pass *in any subject.*

22. I am to request your attention to the following extract from the Instructions to Supervising Officers :—

> "No communication whatever should take place between the candidates, who should be so placed as to obviate the possibility of copying (*e.g.*, by placing candidates of a different grade *alternately*, and so on). Where candidates working the same Paper sit side by side, they ought to be seated, if possible, five feet apart."

23. As last year the Department will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, additional Supervising Officers will be appointed as follows :—

For 41–80 candidates, one Assistant.
For 81–120 candidates, two Assistants, and so on.

When the number of Supervising Officers to be employed under this scale for any subject exceeds three, and the candidates are to be seated in more than one room, an additional Supervising Officer will be appointed, and the Chief Supervising Officer will only exercise a general supervision.

24. The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the school authorities.

25. The Supervising Officers will distribute the Papers and supervise the Examination. Such supervision cannot be entrusted to anyone who does not represent the Department.

26. The responsibility for the presentation of candidates from any school rests entirely with the authorities of the school.

I have, etc.,

J. STRUTHERS.

Army Certificates. Circular 392.

Scotch Education Department,
31st March, 1906.

SIR,

1. You are doubtless aware that, by arrangement with the Army Council, the Leaving Certificate of the Scotch Education Department (University Group) confers upon its holders the right of exemption from the "qualifying examination" conducted by the Army Qualifying Board. The requirements exacted are, however, of necessity a good deal higher than the standard of the "qualifying examination" itself, and it has been represented that a certain hardship is thereby entailed upon those pupils in schools in Scotland who may be desirous of securing Commissions in the Army. My Lords have given the matter careful consideration. As a result, They are now prepared, with the full concurrence of the Army Council, to institute a special form of Certificate expressly designed to meet the difficulty.*

2. Candidates for this Army Certificate must be pupils of approved schools, and must be not less than 17 years of age on the 1st October next following their application. They must (*a*) have qualified for the award of the Intermediate Certificate in terms of Circular 389, and (*b*) have subsequently continued to give regular attendance at school for not less than one session, pursuing their studies according to a definitely planned curriculum previously submitted to and approved by Their Lordships.

3. After the Intermediate Certificate has been gained, candidates will not be subjected to the test of further external examination. Instead, it must be shown that they have reached a reasonable standard of proficiency, being not less than 50 per cent. in each of the subjects included in their curriculum during the period indicated by (*b*). In judging of the standard, Their Lordships will be ready to accept the estimate of the teachers concerned, as attested by the Headmaster, and as determined on methods and principles which shall be open to investigation by Inspectors or Examiners appointed by the Department. In addition, my Lords would propose to lay upon the Headmaster in each case the grave responsibility of stating formally that, in his opinion, the character and personal qualities of a candidate are such as render it likely that he would develop into a useful officer.

4. A list of approved schools will be published monthly in the Army List. To secure approval, a school must be in a position to present candidates for the Intermediate Certificate in terms of Circular 389. Its Intermediate Curriculum must include English, Geography, History, and Mathematics, along with not less than two other subjects. The additional subjects may be *either* two languages other than English, † *or* Experimental Science and one language other than English. The curriculum must also make provision for physical training.

5. As regards the post-Intermediate Curriculum, my Lords desire to leave the greatest possible freedom of initiative to school Managers. If a boy's Intermediate Curriculum has not included a course in Geometrical Drawing, that subject must be taken up at the later stage. For the rest, Their Lordships will await the proposals of Managers, stipulating only that any curriculum submitted for approval must allow ample opportunity for systematic instruction in English and in either French or German.

6. Applications by schools for the necessary recognition may be addressed to this Department forthwith.

I have, etc.,

J. STRUTHERS.

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* It should be noted that the Certificate now instituted is of value only for pupils who are looking forward to the Royal Military Academy or Royal Military College, or to obtaining a Commission through the Militia or Imperial Yeomanry. Those who contemplate entering the Army direct from a Scottish University, should aim at the full Leaving Certificate (University Group).

† The Army Council specially require that, where two languages other than English are included in the Intermediate Curriculum, one must be ancient and one modern.

Latin Pronunciation. Circular 404.

Scotch Education Department,
25th March, 1907.

SIR,

I am directed to draw your particular attention to the enclosed *Summary of Recommendations in regard to the Pronunciation of Latin.*[*] It was drawn up by a Committee of the Classical Association of Scotland, and has now been adopted by the Association as a whole.

I am to remind you that teachers have long been sensible of the very serious inconveniences entailed by the lack of any common understanding on this important question. Where there is no kind of agreement between schools and Universities, or even between one school and another, confusion inevitably results; and with the confusion come misunderstanding, and waste of energy and of time. The advantages that would attach to a uniform convention are correspondingly conspicuous. The Syllabus embodied in the leaflet which accompanies this letter has been very carefully considered by the best authorities on the subject in Scotland. The proposals made do not, of course, profess to represent the actual system of pronunciation in use amongst the Romans, but they are believed to form as close an approximation thereto as it seems practicable to aim at in schools. Nor ought there to be any great difficulty in securing adherence to the scheme outlined. As a matter of fact, it is probable that in actual practice the majority of our Scottish Schools have to some extent anticipated the suggestions that are here put forward.

Hitherto, in the absence of a uniform convention that was likely to be generally accepted, the Department have refrained from laying down specific instructions as to the pronunciation of Latin; but now that a convenient agreement appears to have been arrived at, through the medium of a body specially qualified to crystallise expert opinion, the reasons for inaction no longer apply. Henceforward, unless formal notification to the contrary is made beforehand, and unless good reason can be shown for departure from the accepted convention, the Department will expect that in all schools under their inspection the recommendations adopted by the Classical Association will be acted upon; and His Majesty's Inspectors will be instructed accordingly. In those instances where different principles have up till now been in vogue, it will be sufficient if the new pronunciation is introduced in the Junior Classes at the beginning of next session.

I am to add that in Scotland the aspect of Latin pronunciation that is liable to be most seriously neglected is Quantity—the very element that is of supreme importance for a proper understanding of Latin poetry as well as for a due appreciation of some of the highest qualities of Latin prose style. With the view of securing that more attention shall be paid to this matter, the Department have now under consideration the desirability of introducing at an early date, a definite *oral* test to be applied to all individual pupils who are candidates in Latin at the Leaving Certificate Examination. Teachers should take note that ere long each of these pupils may be required to read aloud with fluency and expression, and also with correctness as regards quantity, an extract from some Latin text which has been studied in school during the session.

I have, etc.,

J. STRUTHERS.

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[*] Copies of the Summary can be obtained, Price 1d., by Post 2d., from James Thin, 55, South Bridge, and 1 & 2, Lindsay Place, Edinburgh, or from H. & J. Pillans & Wilson, 86, Hanover Street, Edinburgh.

SUMMARY OF RECOMMENDATIONS IN REGARD TO THE PRONUNCIATION OF LATIN ADOPTED BY THE CLASSICAL ASSOCIATION OF SCOTLAND, AND APPROVED BY THE SCOTCH EDUCATION DEPARTMENT

I. Quantity.

1. Quantity does not mean loudness or emphasis, but duration in time.

2. Latin should be pronounced more slowly than English, and with a slighter accent. (The Latin accent fell on the penultimate syllable, if that syllable was long; if it was short, on the antepenultimate: *redíbat*, *redíbimus*. In a word of two syllables it fell on the first syllable: *rédit*.)

3. Verse should never be read without attention to its metrical form.

4. Quantity should be observed, and acquired by the ear, from the earliest stages of teaching.

5. In particular, care must be taken to avoid shortening an unaccented long syllable (*cūrántem*, *amĭcítia*), or lengthening an accented short one (*lắbor*, *ắvidus*, *amicitia*).

6. Double consonants, giving "length by position," should be pronounced separately, as in Italian, one in one syllable, the other in the other (*an-nus*): but a mute with *l* or *r* did not make the syllable long in ordinary speech unless the letters were in separate words or separate parts of a compound word (*rĕ-pressit*, but *ab-rumpo*; *tenĕ-brae*, but *teneb-rae* sometimes in verse).

7. Syllables elided in verse must be made audible in reading. It is only for scansion that they disappear altogether.

8. "Hidden quantities" are often doubtful or unimportant, but in a few instances they furnish a useful distinction (*e.g.*, *ēst* from *edo*, *ĕst* from *sum*), and sometimes the formation of the word makes them obvious (*e.g.*, *īsti* = *ivisti*).

II. The System of Sounds.

The purpose of the following scheme is practical rather than theoretical: what is proposed is such an approximation to the ancient pronunciation as may reasonably be expected in ordinary teaching.

A.—Consonants.

As in English, generally.

The most important exceptions are:—

c, *g*, *t*—*always* hard (as in cat, get, ten), whatever vowel may follow
Consonantal *i* (*j*) = *y*.

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s is believed to have been always hard, as *s* in *sing*, *ce* in *face* (*urbs* like *urps*: *hiems* like *hiemps*, as it is sometimes spelled, cf. *sumpsi*: *exul* = *eksul*, not *egzul*).

Consonantal *u* (*v*) may be pronounced as *v*. It is generally believed, although it is not proved beyond doubt, that it was like our *w*, but there is no practical gain, as regards quantity, in adopting that sound.

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ch when it occurs in Latin words (*e.g.*, *pulcher*) need not be differentiated from *c* (*k*).

Final *m* was probably a sonant nasal, or in some way attenuated (hence elided in verse).

n before *c*, *g*, and *qu*, as in *ring*.

r wherever it occurs should be trilled or pronounced distinctly (*not* as in England).

B.—Vowel-Sounds.

Note.—When several words are given as examples, it is not meant that they are all exactly alike, but that together they will give some idea of the sound required.

ā (sānus)	f*a*ther, *a*lms.
ă (grăvis)	grandf*a*ther, footp*a*th : *a*part, *a*vailable, symp*a*thy (but the *a* here is not a pure *a*-sound : these three words illustrate the shortness of short *a* rather than its quality).
ē (lēnis)	bay.*
ĕ (lĕvis)	g*e*t.
ī (fīdus)	p*i*que : qu*ee*n.*
ĭ (cĭnĭs)	h*i*t, fl*i*t, *i*naud*i*ble.
ō (prōnus)	l*o*w,* al*o*ne.
ŏ (ŏvis)	g*o*t.
ū (ūmor)	w*oo*ed, intr*u*de, intr*u*sion, m*oo*n.*
ŭ (tŭmŭlus)	s*u*perfl*u*ous, b*oo*k, f*u*ll.

au (aurum)	f*ow*l, c*ow*.
eu (ceu)	n*ew* (not quite exact, but sufficiently so).
ui (huic)	French *lui*, *oui* : *we* (*N.B.*—*huic*, *cui* are sometimes in verse disyllabic, *huïc*, *cuï*, as *ruin*).

The following present greater difficulties :—

ae (Caesar)	may be differentiated from ē by giving it either (*a*) the sound of German *ä*, or *ĕ* prolonged, so that, *e.g.*, the first two vowel-sounds in *praetereunt* differ in quantity only, or (*b*) the sound of *eye*, *high*, *sigh*. The former is probably nearer the pronunciation of Cicero's time.
oe (foedus)	may be given either (*a*) the sound of German *ö* or (*b*) the sound of *oi* or *oy* (*boy*, *boil*).

Hitherto both *ae* and *oe* have usually been pronounced like *ē*, and the Association does not consider that there are sufficient grounds for departing from this custom.

ei (Proculeius)	by pronouncing *e* and *i* separately and then fusing the sounds, a sound like that of *ē* is arrived at.

C.—Greek letters used in Latin.

z	as *dz* in *adze*, or, at the beginning of a word, as English *z*.
ch	*k-h*, not as *k* (nor as *ch* in *chair*), but rather like Scotch or German *ch* (*loch*), though with a more distinct *k*-sound.

For the purposes of ordinary Latin teaching, *th* and *ph* may be pronounced as in English, and *ȳ*, *y̆* as ī, *ĭ*.

G. G. Ramsay,
President of the Classical Association of Scotland.

W. R. Hardie,
Convener of Committee on the Pronunciation of Latin.

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* A *single* vowel-sound is meant. The diphthongal character often given to words like these, especially in England, should carefully be avoided.

Leaving Certificate Examination. Circular 399.

Alteration of Date of Written Examination.

Scotch Education Department,
31st July, 1906.

SIR,

I am to inform you that the Department has for some time had under consideration the desirability of altering the date at which written papers are set in connection with the Leaving Certificate Examination. What is proposed is that the written part of the examination should take place immediately before the commencement of the short recess at Easter.

The advantages attaching to the existing arrangements are obvious in the case of schools whose holiday months are July and August. Where, however, the session is prolonged beyond the end of June there is corresponding inconvenience. Hitherto the inconvenience has been borne without serious complant. But its removal would be a strong incidental argument in favour of the change now contemplated. All schools alike would have before them an unbroken summer term for their ordinary work. This summer term would form an integral part of the school year inasmuch as (except possibly upon the express representation of Managers and for good cause shown) no certificate would be awarded and no pass recognised in the case of any pupil who did not continue in attendance until the beginning of the summer vacation.

The adjustment indicated above is, however, one of the least of the benefits that would result from the proposed alteration. You are aware that recently the Department has introduced the principle of attaching substantial weight to the verdict of the teacher in determining the award of Group Certificates. The work of collating the school verdict with the marks gained in the written paper will in the future inevitably demand a more liberal allowance of time than is available under the existing system. In certain cases it may be desirable that the Inspector who conducts the oral examination should see the written papers before visiting the school or, at all events, before presenting his report. On the other hand, it is expected that were the Easter date adopted, there would be no difficulty in placing the results in the hands of Managers before the schools broke up for the summer vacation. Teachers and pupils alike would thus be freed from a serious anxiety which under present conditions must exercise an unfavourable influence upon the full enjoyment of their holiday.

A final decision has not yet been reached, and before proceeding further the Department is anxious to ascertain whether there would be any strong objection, at present unforeseen, to the proposal above outlined. Any observations which you may desire to offer should reach me at this office not later than October 1st. I am to add that in the event of its being found practicable to make the change in 1907, special allowance will be made, in determining the results, for the fact that the normal interval will not have elapsed since the examination of 1906.

I have, etc.,
J. STRUTHERS.

Leaving Certificate Examination. Circular 402.

Alteration of Date of Written Examination.

Scotch Education Department,
26th November, 1906.

SIR,

Adverting to Their Lordships' Circular letter of the 31st July, 1906 (No. 399), I am directed to state that numerous bodies of Managers have favoured the Department with an expression of opinion regarding the proposed alteration in the date of the written portion of the Leaving Certificate Examination. An analysis of these communications brings out a remarkable diversity of view. Approval and disapproval balance one another almost exactly. It is particularly striking to find that the cleavage is in no sense a local one. The difference which is apparent over Scotland as a whole, is reproduced in much the same proportion in nearly every separate district.

In the circumstances explained it would obviously be undesirable to carry into immediate effect the change suggested. Accordingly, in 1907 the Written Examination will be held in June, as hitherto. Meanwhile those most intimately concerned might well give further consideration to the question. The Department are anxious that, when the step is actually taken, it should have the cordial support of Managers and teachers everywhere. They are convinced of the soundness of the educational reasons underlying the original proposal, and they fully anticipate that, on reflection, the force of these will be appreciated by not a few whose first impressions were altogether adverse. Additional representations will be carefully weighed, if received before March 15th.

In connection with this matter I am to draw your attention to the recent announcement as to the discontinuance of the Honours Papers after 1907.* Taken along with the revised regulations for the Intermediate Certificate, it indicates plainly the direction in which the Department deem it desirable that the Examination should be allowed to develop. Some of the letters referring to the proposed change of date show clearly that misunderstanding upon this point is widespread. Almost without exception, the specific objections put forward are based on a fundamental misconception as to the relation in which the Leaving Certificate Examination ought to stand to the work of a school. The written papers, the value of which is incidental only, are too often regarded as things by themselves—a purely external test, the real function of which is to bring artificial pressure to bear on teachers and on individual pupils, with the result that this portion of the Examination inevitably tends to assume a greatly exaggerated importance. As a matter of fact, the Department's aim is so to organise the system as to secure both a thoroughly trustworthy record of a pupil's actual attainments in certain definite branches of study and also a reasoned verdict on his general ability and on the manner in which he has acquitted himself all through his curriculum. Education should be looked upon as a continuous process, not merely as a preparation for recurrent annual examinations, and it is a grave mistake to suppose that, when the Written Examination of any one year is over, the pupil ought to throw aside his old studies and embark upon new. The absence of set books in the Leaving Certificate Examination is a great advantage from this point of view. With the co-operation of the School Authorities the realization of the ideal just outlined ought not to prove impossible.

I have, etc.,

J. STRUTHERS.

Leaving Certificate Examination. Circular 405.

Date of Written Examination, 1908.

Scotch Education Department,
15th May, 1907.

SIR,

Adverting to the Department's Circular Letter of 26th November, 1906 (No. 402), I am directed to state that the Department have now been favoured with further expressions of opinion regarding the proposed alteration in the date of the written portion of the Leaving Certificate Examination. The whole question has once more been most carefully considered in the light of these and of the original communications. As a result, the balance of advantage appears to be strongly on the side of the earlier date, and it has accordingly been decided that in 1908 the Written Examination shall commence upon Tuesday, April 7th, at 10.30 a.m. For the more exact information of the various school authorities a copy of the Time Table is appended hereto.

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* See Report on Secondary Education (Scotland) for 1906, now on sale, price 4d., by post 5½d.

The strong educational reasons that have prompted this decision have already been set before Managers, and it is not necessary to restate them now. It may, however, be pointed out that those correspondents who still find difficulty in reconciling themselves to the new order of things, base their objections upon one or other of two grounds, neither of which commends itself to the Department as adequate. On the one hand, it is suggested that, as soon as the Written Examination is over, teachers must at once set about reorganising their classes and reclassifying their pupils—a suggestion which springs from a fundamental misconception as to the relation in which the Leaving Certificate Examination ought to stand to the work of a school. On the other hand, it is sometimes frankly averred that it is hopeless to look for earnest work from pupils except under the stimulus of a prospective external examination—an attitude of mind that surely betrays grave misunderstanding of sound educational methods.

From the appended Time Table it will be seen that advantage is to be taken of the alteration in date, and of the concurrent disappearance of Honours, to effect a redistribution of the papers in such a manner as to relieve as much as possible the stress which so serious an examination inevitably involves. As already announced, the Higher English paper will be broken up into three parts, the second and third of which will be devoted to History and Geography respectively. The Department have at present under consideration the desirability of issuing specimen papers in the last-named subjects ; it seems possible that teachers might welcome some such general guidance. In Latin, Greek, French and German there will be substituted for the single Higher Grade paper of three hours duration, two papers, for each of which two hours will be allowed. In French and in German, candidates in the Higher Grade will henceforth have to submit to a dictation test in the foreign language. It will also be noted that the papers in Commercial French and Commercial German will in future be allotted two hours each, instead of one hour and a half.

I have, etc.,

J. Struthers.

LEAVING CERTIFICATE (Written) EXAMINATION, 1908.

TIME TABLE.

Day.	To commence.	Morning.	Interval.	To commence.	Afternoon.	Exam. concludes.
Tuesday, 7th April	10.30 a.m.	hrs. Lower English - - (2½) Higher „ I. - (2)	1—2 p.m	2.0 p.m.	Higher English II. (1 hr.) 3.30 p.m. Higher English III. (1 hr.)	4.30 p.m.
Wednesday, 8th „	10.0 a.m.	Lower Mathematics I. (2) Higher „ I. (2)	12—1 p.m.	1.0 p.m.	Lower Mathematics II. (2 hrs.) Higher „ II. (2 hrs.) } 3.30 p.m. Geometrical Conics (1½ hrs.)	5.0 p.m.
Thursday, 9th	10.0 a.m.	Lower Mathematics III. (1) Higher „ III. (2)	12—1 p.m.	1.0 p.m.	Bookkeeping (3 hrs.), *or* Gaelic (3 hrs.), *or* Italian (3 hrs.)	4.0 p.m.
Friday, 10th „	10.0 a.m.	Lower Latin - - (2½) Higher „ I. - - (2)	12.30—1.30 p.m.	1.30 p.m.	Higher Latin II. - (2 hrs.) *or* Commercial German - (2 hrs.) } 4.0 p.m. Dynamics (1½ hrs.)	5.30 p.m.
Monday, 13th „	10.0 a.m.	Lower German - - (2½) Higher „ I. - (2)	12.30—1.30 p.m.	1.30 p.m.	Higher German II. - (2 hrs.) *or* Spanish - (3 hrs.) } 4.0 p.m. Analytical Geomy. (1½ hrs.)	5.30 p.m.
Tuesday, 14th „	10.0 a.m.	Lower Greek - - (2½) Higher „ I. - - (2) } or Commercial Arithmetic (2)	12.30—1.30 p.m.	1.30 p.m.	Higher Greek II. - (2 hrs.) *or* Commercial French - (2 hrs.)	3.30 p.m.
Wednesday, 15th „	10.0 a.m.	Lower French - - (2½) Higher „ I. - (2)	12.30—1.30 p.m.	1.30 p.m.	Higher French II. - (2 hrs.)	3.20 p.m.

Presentation of Pupil Teachers for Intermediate Certificate Examination.

Extract from Circular 396.

In future this Department will not conduct any formal examination for pupil teachers of the second year. But pupil teachers should, as a general rule, be put forward *at the end of the second year of their engagement* as for the Intermediate Certificate. That is, they should be presented at the Leaving Certificate Examination in the Lower Grade of *all* of those subjects which have been approved as forming a suitable course of study for them in the circumstances (see Circular 389), and their continued recognition as pupil teachers will be determined upon consideration of the result. For the present, however, when special circumstances seem to demand it, the Department will, on the recommendation of H.M. Inspector, be prepared to consider any application which may be made beforehand by the Board (or Managers) for pupil teachers to postpone such presentation till the end of the third year of their engagement. This application should, however, be lodged not latter than the *1st February* preceding the completion of the second year of engagement, and it should be accompanied by a full statement of the reasons which, in the opinion of the Board (or Managers), render postponement necessary.

Presentation of Pupil Teachers for Intermediate Certificate Examination.

M. 146.

Scotch Education Department,
14th February, 1907.

SIR,

Adverting to the concluding paragraph of Circular 396, I am to remind you that *all pupil teachers who will complete the second year of their engagement on 30th June next must* be presented (as for the Intermediate Certificate) at the Leaving Certificate Examination in June next in the Lower Grade of *all* of those subjects which are included in the approved course of study which they are following.

It will accordingly be necessary that . . . . shall be so presented at the forthcoming Leaving Certificate Examination, and to this end it will be necessary that formal application for their examination be made *before the 1st March*, if this has not already been done.

If they are being instructed at the School in which they are engaged, the application must be made by the Managers of the School.

If they receive their instruction at a centre other than the School in which they are engaged the application must be made by the Managers of that centre. But it will be the duty of the Managers of the School in which the pupil teachers are engaged to ascertain from the Managers of the centre that the proper steps have been taken for their presentation.

In either case it will be necessary that one copy of each of the enclosed Forms H. (14) and A. 104 be duly completed and returned to the Department before the 1st March, and *it is specially requested that the names of all pupil teachers may be underlined in red ink on the Form A. 104.*

This Examination takes the place of the former examination for pupil teachers at the end of their second year, and it must be distinctly understood that such pupil teachers may not be withheld from it on the ground that they have not reached the standard necessary to secure the Intermediate Certificate. A pupil teacher who is presented as at the Intermediate Certificate Examination in all the subjects of his approved curriculum might be held to have shown satisfactory progress in those subjects although his standard of advancement was not such as to justify the award of an

Intermediate Certificate. Due consideration would be given to the specia circumstances of his case, and if he made a creditable appearance and yet failed to obtain the actual Intermediate Certificate, it would be open to him with the special sanction of the Department to continue his engagement and to be again presented in the following year.

It is only in very exceptional cases, where application has been made *before the 1st February* for the sanction of the Department, that presentation may be deferred for a year.

I have, etc.,

J Struthers.

LIST OF UNIVERSITY AND PROFESSIONAL AUTHORITIES BY WHOM EVIDENCE OF HAVING PASSED AT THE LEAVING CERTIFICATE EXAMINATION IS ACCEPTED IN LIEU OF PRELIMINARY EXAMINATIONS HELD BY THEM.

The Lords of Council and Session (for the purposes of the Law Agents Act) ;

The University of Oxford ;

The University of Cambridge ;

The Joint Board of the Scottish Universities, for the Preliminary Examination ;

The University of London ;

The General Medical Council ;

The Royal College of Surgeons of Edinburgh ;

The Army Council * (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army) ;

The Pharmaceutical Society of Great Britain ;

The Society of Solicitors before the Supreme Courts ;

The Chartered Accountants of Scotland ;

The Institution of Civil Engineers ;

Girton College, Cambridge ;

Royal Holloway College, Englefield Green, Surrey.

Scotch Education Department,

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* The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE PASSED AT THE LEAVING CERTIFICATE EXAMINATION, FROM EXAMINATIONS OF THE UNIVERSITIES OF OXFORD AND CAMBRIDGE.

My Lords are informed that Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by THE UNIVERSITY OF OXFORD under the following conditions :—

(1) No evidence as to a Pass shall be accepted unless the Candidate has passed in Greek, Latin, and Elementary Mathematics, at one Examination.

Subject to the conditions hereinafter contained, a Candidate shall be deemed to have passed, who

a. In Elementary Mathematics, has passed at least the Lower Grade standard of the Scotch Education Department. A Pass in the Higher Grade or in Honours will be accepted.

b. In Latin and Greek, has passed the Higher Grade standard.

(2) Any Candidate who, having satisfied the above conditions, has gained Honours in Greek, Latin, French or German, shall be considered to have passed an Examination equivalent to Responsions together with an Additional Subject.

Also, that the following Recommendations have been approved by the Senate of the UNIVERSITY OF CAMBRIDGE :—

1. That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be excused from Part I. of the Previous Examination with the exception of the paper on the Greek Gospel or its substitute.

2. That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the paper on Paley's Evidences or its substitute.

3. That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the English Essay and the paper on Paley's Evidences or its substitute.

4. That a student who has passed in the Higher Grade in French, or German, or Mathematics (including Dynamics) in the Leaving Certificate Examination of the Scotch Education Department be excused from the Additional Subjects of the Previous Examination.

5. That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on the Greek Gospel or its substitute in Part I. of the Previous Examination on payment of a fee of five shillings.

6. That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of five shillings.

7. That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be admitted to the English Essay and to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of ten shillings.

8. That, for the purposes of the foregoing Regulations, a Pass in Honours in the Leaving Certificate Examination of the Scotch Education Department in any subject be accepted as equivalent to a Pass in the Higher Grade in the same subject, provided that in the case of Mathematics a candidate who has passed in Honours shall have passed also in the Higher Grade in Arithmetic.

9. That the necessary evidence on behalf of any undergraduates who claim exemption from either Part of the Previous Examination, or from the Examination in the Additional Subjects by virtue of the foregoing Regulations, be presented to the Registrary in their first Term of residence, and that a fee of £1 for the Registration of each Certificate of exemption from Examination in Part I. or in Part II., or in the Additional Subjects of the Previous Examination, be paid at the same time to the Registrary. Such evidence, if not presented in a student's first term of residence, shall not be accepted without the express permission of the Council of the Senate.

Scotch Education Department,
June, 1902.

MEMORANDUM.

Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by the Joint Board of Examiners of the four Scottish Universities of St. Andrews, Glasgow, Aberdeen, and Edinburgh, in lieu of the Preliminary Examinations in Arts and Science and Medicine under the following conditions, viz. :--

I.—In lieu of the Arts and Science Preliminary Examination.

Passes in the Higher and Honours Grade in Latin, Greek, and Mathematics are accepted as exempting *pro tanto* from the Arts and Science Preliminary Examination on the Higher Standard, and passes in the Lower Grade in those subjects as exempting *pro tanto* from the same examination on the Lower Standard. Passes in the Higher and Honours Grade in English, Modern Languages and Dynamics are alone accepted as exempting from the Arts and Science Preliminary Examination in those subjects. Passes in the Higher and Honours Grade in Mathematics are alone accepted as exempting from the Science Preliminary Examination in that subject. A pass in Science is accepted as an equivalent for the Preliminary Examination in the subject of Dynamics.

II.—In lieu of the Medical Preliminary Examination.

Passes in the Higher and Honours Grade in all the subjects of the Medical Preliminary Examination are accepted as exempting *pro tanto* from that examination, but passes in the Lower Grade will only be accepted provided the examinations in all the requisite subjects have been taken and passed at one or not more than two examinations.

Scotch Education Department,
August, 1906.

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE OBTAINED A LEAVING CERTIFICATE, FROM THE MATRICULATION EXAMINATION OF THE UNIVERSITY OF LONDON.

My Lords are informed that the SENATE OF THE UNIVERSITY OF LONDON has passed the following resolution :—

> "That the Scotch Leaving Certificate be accepted in lieu of the Matriculation Examination in accordance with the terms of Statute 116, provided that the Candidate has passed in the Higher or Honours Grade in all the subjects required by the Regulations for the Matriculation Examination on one and the same occasion."

Scotch Education Department,
December, 1902.

LEAVING CERTIFICATE EXAMINATION, 1907.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Thursday, 20th June.—10 A.M. to 12.30 P.M.

All Candidates should attempt *seven* questions (and no more).

VALUE.

SECTION I.

[Five Questions to be answered, viz. Question 1, Question 2, and one or other of the alternatives given in Questions 3, 4 and 5.]

10. 1. Write out, and punctuate, the passage for dictation.

18. 2. Write a short essay of about two pages on *any one* of these subjects :—

(*a*) Diary of a real (or imaginary) bicycling tour in the Highlands.

(*b*) Sir Walter Scott possessed a gun that had belonged to Rob Roy, and a sword that had belonged to the Marquis of Montrose. Imagine a dialogue between these weapons.

(*c*) Describe any *one* of the following great battles :—Thermopylae, The Thrasymene Lake, Hastings, Flodden, Trafalgar, Sedan.

15. 3. Answer *one* of the two following questions :—

(i) Wordsworth wrote the following sonnet in the pass of Killiecrankie, at a time (October, 1803) when an invasion of Britain by Napoleon was expected. (*a*) Give Wordsworth's meaning as plainly and briefly as you can. (*b*) Explain the allusions in those phrases which are printed in italics. (*c*) Name the metre and point out the arrangement of the rhymes. (*d*) Re-write the last seven lines (from "'Twas a day of shame") in prose form, making as few verbal changes as possible.

> *Six thousand veterans* practised in war's game,
> Tried men, at Killiecrankie were arrayed
> Against an equal host that wore the plaid,
> *Shepherds and herdsmen.*—Like a whirlwind came
> The Highlanders : the slaughter spread like flame ;
> And *Garry, thundering down his mountain road,*
> Was stopped, and could not breathe beneath the load
> Of the dead bodies.—'Twas a day of shame
> For them whom precept and the pedantry
> Of cold mechanic battle do enslave.
> Oh, for a single hour of that *Dundee,*
> Who on that day the word of onset gave !
> Like conquest would the men of England see ;
> And her foes find a like inglorious grave.

(ii) Build up the following statements into a connected composition. Arrange the sentences in what you think the best order, avoiding needless repetitions ; supply connecting words where they are required, and invent a suitable title for the whole.

"Britain is one of the great powers of the world—great in industry and commerce—her industrial supremacy threatened by Germany and the United States—English language widespread—colonies a source of strength—rise of new powers (*e.g.*, Japan)—colonies numerous—risk of population crowding into towns—colonies favourably situated—certain elements of danger—competition for trade growing keener—yeomen class dwindling—Britain no longer the workshop of the world—her people highly civilized—other great empires have risen and fallen—the prosperity of a country depends chiefly on the energy and patriotism of its citizens and their power of adapting themselves to new conditions—the future of the British Empire is an interesting speculation.'"

12. 4. *Either* (i) Correct the faults of the vocabulary in the following passage; give the true meaning of the words which you reject, adding the derivation where you can :—

"Observe me, Sir Anthony. I would by no means wish a daughter of mine to be a progeny of learning. She should have a supercilious knowledge of accounts; and as she grew up, I would have her instructed in geometry, that she might know something of the contagious countries; but above all, she should be mistress of orthodoxy, that she might not mis-spell and mis-pronounce words so shamefully as girls usually do; and likewise that she might reprehend the true meaning of what she is saying. This is what I would have a woman know; and I don't think there is a superstitious article in it."

Or (ii) Rewrite the following sentences in good English, explaining precisely what is wrong in each :—

(1) When out at sea in a vessel the horizon is always circular.

(2) The Nabob rose in rebellion, but Clive stepped into the breach.

(3) We are all acquainted with men whom we feel sure would refuse this office.

(4) The many friends of Dr. S. will be glad to hear that, whilst he has somewhat recovered from his illness, he is still not allowed to take part in any work, and remains confined to his house.

(5) Respectful Madam,—We have pleasure in forwarding your watch by this evening's post, which is now going satisfactory.

(6) The teaching of Carlyle apparently greatly influenced him; it certainly did his father.

15. 5. *Either* (i) Relate in your own words the most striking incident in any book that you have recently read in school, giving particulars as to the scene, the times and the characters.

Or (ii) Mention any passages of poetry which have particularly impressed you by the beauty of their imagery, language or rhythm (giving the author's name and the title of the poem); quote any lines that you especially admire, and say on what grounds you admire them.

SECTION II.

HISTORY.

[ONE *question to be answered.*]

15. 1. Compare the constitution and powers of the English and Scottish Parliaments up to their union in 1707.

15. 2. Select any *two* of the following themes, and write a *single paragraph* on each, noting particularly the later effects of the events which you mention :—

The Romans in Scotland; the mission of Augustine; Strongbow in Ireland; the Reign of Malcolm Canmore; the Black Death; Harlaw; Sea-routes to India; the Wars of Religion and their effect on Britain; Charles I.'s treatment of Scotland; the Navigation Acts; the Treaty of Utrecht; the effect of the Forty-five upon the Highlands; the Letters of Junius; the Berlin Decrees; the Congress of Vienna; effects of the Industrial Revolution in Scotland; Popular Education in the 19th Century; the British in Egypt.

15. 3. Describe the social condition of England *or* of Scotland at any period prior to 1800. Select the period which you know best, and mention any books that have helped you to picture it clearly.

SECTION III.

GEOGRAPHY.

[ONE *question to be answered.*]

15. 1. The following table gives the latitude and the mean annual temperature of various places in North America and Europe. Locate the towns where the country is not already given, and tell what inferences you draw from the table as to the comparative warmth (1) of the east and west coasts of the North Atlantic; (2) of places in Europe in the same latitude but at various distances from the North Atlantic. How are these differences accounted for?

Place.	Latitude, North.	Mean Annual Temperature.
Nain (Labrador)	57·2°	25·2°
Aberdeen	57·2	46·8
Valentia (Ireland)	52	50·2
Oxford	52	48·9
Warsaw	52	45·1
Orenburg	52	37·9
Brest	48·4	53·6
St. John's	47·6	40·1
Bordeaux	44·8	55
Halifax (N.S.)	44·7	43·3
New York	40·8	51·1
Naples	40·8	61·7

15. 2. Contrast the East and West of Scotland in respect of configuration, climate and natural resourses.

15. 3. Make a sketch map of England and the South of Scotland as far as to the Forth. On this map mark the mountain ranges (or groups), and the great railway lines from London to Edinburgh and Glasgow. What causes have determined the courses of these lines?

15. 4. What geographical or historical reasons help to account for the greatness of any *four* of the following cities:—Glasgow, Liverpool, Berlin, Constantinople, Alexandria, Bombay, Chicago, Montreal, Rio de Janeiro?

ENGLISH.

LOWER GRADE.

Thursday, 20th June.—10.45 A.M.

Passage for Dictation.

The great chieftains of Ulster, who, at the time of James's accession, had submitted to the royal authority, had not long brooked the humiliation of dependence. They had conspired against the English Government, and had been found guilty of treason. Their immense domains had been forfeited to the Crown, and had soon been peopled by thousands of English and Scotch emigrants. On a sudden the aboriginal population rose on the colonists. A war, to which national and theological hatred gave a character of peculiar ferocity, desolated Ulster, and spread to the neighbouring provinces. Every post brought to London exaggerated accounts of outrages which, without any exaggeration, were sufficient to move pity and horror. These evil tidings roused to the height the zeal of both the great parties which were marshalled against each other at Westminster.

ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 20th June—10 A.M. to 1 P.M.

Higher Grade Candidates should attempt *seven* questions (and no more),—namely, the whole of Sub-section A., *one* question from Sub-section B., *two* from Sub-section C., *one* from Section II. and *one* from Section III.

Honours Candidates should attempt *eight* questions, two of which must be Questions 1 and 2. They are not required to answer questions from Sections II. and III., although they may do so. They can obtain the full number of marks in Section I.

SECTION I.

Sub-section A.

20. (25.)[*] 1. Write an Essay, of about two pages, on any one of the following subjects :—

(*a*) The Union of the Parliaments of England and Scotland, in the form of a dialogue between an Englishman and a Scotchman of that period.

(*b*) Describe any great picture that you have seen.

(*c*) Army Reform.

15. 2. (*a*) Give the substance of the following paragraph in plain language.

(*b*) Point out, and show the force of, the two great metaphors employed.

"When his[†] face was hid but for a moment, his whole system was on a wide sea, without chart or compass. The gentlemen, his particular friends, who, with the names of various departments of ministry, were admitted to seem as if they acted a part under him, with a modesty that becomes all men, and with a confidence in him which was justified even in its extravagance by his superior abilities, had never, in any instance, presumed upon any opinions of their own. Deprived of his guiding influence, they were whirled about, the sport of every gust, and easily driven into any port ; and as those who joined with them in manning the vessel were the most directly opposite to his opinions, measures, and character, and far the most artful and powerful of the set, they easily prevailed, so as to seize upon the vacant, unoccupied, and derelict minds of his friends ; and instantly they turned the vessel wholly out of the course of his policy. As if it were to insult as well as to betray him, even long before the close of the first session of his administration, when everything was publicly transacted, and with great parade, in his name, they made an Act, declaring it highly just and expedient to raise a revenue in America. For even then, Sir, even before this splendid orb was entirely set, and while the western horizon was in a blaze with his descending glory, on the opposite quarter of the heavens arose another luminary[‡], and, for his hour, became Lord of the ascendant."—BURKE, *Speech on American Taxation.*

Sub-section B.

10. 3. Write short notes on the derivation and original meaning of the following words, and show the propriety of their use in the above passage :—*Extravagance*, *influence*, *derelict*, *session*, *parade*, *expedient*, *orb*, *horizon*, *Lord*, *ascendant*.

10. 4. Write short notes on the syntax of the words in italics in the following sentences :—

(*a*) Heat *me* these irons *hot*.

(*b*) You yourself
Are much condemned *to have* an itching palm.

(*c*) *Were* this *to do* again, I'd do it.

(*d*) The green baize *was forming* into a curtain *by* the housemaids.

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[*] The Values printed in brackets are those assigned for Honours.

[†] Lord Chatham's.

[‡] Charles Townshend.

(*e*) Belial came last; *than whom* a Spirit more lewd
Fell not from Heaven.
(*f*) Never, *since created man*,
Met such embodied force.
(*g*) *'Twere* good you *do* so much for charity.

10. 5. Illustrate the various changes which Latin words have undergone in passing into English through French, and explain, where you can, the causes which have produced these changes.

Sub-section C.

15. (10.)* 6. The three following extracts are translations of the same passage from Homer. Compare them carefully in respect of language, especially the use of descriptive adjectives; say which of them you prefer and why; name the metre in each case; and tell roughly, if you can, to what period each translation belongs:—

(*a*) Fires round about them shined,
As when about the silver moon, when air is free from wind,
And stars shine clear, to whose sweet beams high prospects and the brows
Of all steep hills and pinnacles thrust up themselves for shows,
And even the lowly valleys joy to glitter in their sight,
When the unmeasured firmament bursts to disclose her light,
And all the signs in heaven are seen that glad the shepherd's heart.

(*b*) And beaming fires illumin'd all the ground;
As when the moon, refulgent lamp of night!
O'er heaven's pure azure spreads her sacred light,
When not a breath disturbs the deep serene,
And not a cloud o'ercasts the solemn scene;
Around her throne the vivid planets roll,
And stars unnumber'd gild the glowing pole;
O'er the dark trees a yellower verdure shed,
And tip with silver every mountain's head;
Then shine the vales, the rocks in prospect rise,
A flood of glory bursts from all the skies;
The conscious swains, rejoicing in the sight,
Eye the blue vault, and bless the useful light.

(*c*) Many a fire before them blazed:
As when in heaven the stars about the moon
Look beautiful, when all the winds are laid,
And every height comes out, and jutting peak
And valley, and the immeasurable heavens
Break open to their highest, and all the stars
Shine, and the Shepherd gladdens in his heart.

15. (10.)* 7. Assign each of the three following passages to its proper period, and (if you can) to its author, *giving reasons for your decision*; name the metre, and explain any allusions:—

(*a*) Sometime let gorgeous Tragedy
In sceptred pall come sweeping by,
Presenting Thebes, or Pelops' line,
Or the tale of Troy divine,
Or what (though rare) of later age
Ennobled hath the buskined stage.

(*b*) Nor second he,† that rode sublime
Upon the seraph-wings of Ecstasy,
The secrets of th' abyss to spy.
He passed the flaming bounds of place and time:
The living Throne, the sapphire-blaze,
Where Angels tremble while they gaze,
He saw; but blasted with excess of light,
Closed his eyes in endless night.

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* The Values printed in brackets are those assigned for Honours.

† *i.e.*, not inferior to Shakespeare.

(*c*) I taught thy manners-painting strains,
The loves, the ways, of simple swains,
Till now, o'er all my wide domains
Thy fame extends;
And some, the pride of Coila's plains,
Become thy friends.

Thou canst not learn, nor can I show,
To paint with Thomson's landscape glow;
Or wake the bosom-melting throe
With Shenstone's art;
Or pour, with Gray, the moving flow
Warm on the heart.

15. **(10.)*** 8. Many of Shakespeare's plays contain one or more subordinate plots in addition to the main plot. Illustrate, from any *one* play known to you, the function of these "sub-plots" in the structure of the play.

SECTION II.

HISTORY.

15. **(10.)*** 1. Compare the constitution and powers of the English and Scottish Parliaments up to their union in 1707.

15. **(10.)*** 2. Select any *two* of the following themes, and write *a single paragraph* on each, noting particularly the later effects of the events which you mention:—

The Romans in Scotland; the mission of Augustine; Strongbow in Ireland; the Reign of Malcolm Canmore; the Black Death; Harlaw; Sea-routes to India; the Wars of Religion and their effect on Britain; Charles I.'s treatment of Scotland; the Navigation Acts; the Treaty of Utrecht; the effects of the Forty-five upon the Highlands; the Letters of Junius; the Berlin Decrees; the Congress of Vienna; effects of the Industrial Revolution in Scotland; Popular Education in the 19th Century; the British in Egypt.

15. **(10.)*** 3. Describe the social condition of England *or* of Scotland at any period prior to 1800. Select the period which you know best, and mention any books that have helped you to picture it clearly.

SECTION III.

GEOGRAPHY.

10. 1. The following table gives the latitude and the mean annual temperature of various places in North America and Europe. Locate the towns where the country is not already given, and tell what inferences you draw from the table as to the comparative warmth (1) of the east and west coasts of the North Atlantic; (2) of places in Europe in the same latitude but at various distances from the North Atlantic. How are these differences accounted for?

Place.	Latitude, North.	Mean Annual Temperature.
Nain (Labrador) - -	57·2°	25·2°
Aberdeen - - - -	57·2	46·8
Valentia (Ireland) - -	52	50·2
Oxford - - - -	52	48·9
Warsaw - - - -	52	45·1
Orenburg - - - -	52	37·9
Brest - - - -	48·4	53·6
St. John's - - - -	47·6	40·1
Bordeaux - - - -	44·8	55
Halifax (N.S.) - - -	44·7	43·3
New York - - -	40·8	51·1
Naples - - - -	40·8	61·7

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* The Values printed in brackets are those assigned for Honours.

10. 2. Contrast the East and West of Scotland in respect of configuration, climate, and natural resources.

10. 3. Make a sketch map of England and the South of Scotland as far as to the Forth. On this map mark the mountain ranges (or groups), and the great railway lines from London to Edinburgh and Glasgow. What causes have determined the courses of these lines?

10. 4. What geographical or historical reasons help to account for the greatness of any *four* of the following cities:—Glasgow, Liverpool, Berlin, Constantinople, Alexandria, Bombay, Chicago, Montreal, Rio de Janeiro?

ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 26th June.—10 A.M. to 1 P.M.

About SIX *questions should be answered. Not more than* TWO *of these must be taken from Section II.*

SECTION I.

16. 1. Deduce the character and temperament of Chaucer and Langland from their writings.

16. 2. Indicate and discuss any passages in Spenser or in Shakespeare which illustrate the strength of patriotic feeling in Elizabethan England. Quote as largely as you can.

16. 3. Compare or contrast the characteristic features of the traditional Scottish and English ballads.

16. 4. Explain the phenomenon known as "Euphuism," and quote, or refer to, any Shakespearian passages which allude to it.

16. 5. How does Shakespeare deal with the supernatural in *Hamlet, or Macbeth, or* the *Tempest?*

16. 6. "Each of Shakespeare's fools and clowns is native to the play in which he figures, and to no other." Test the truth of this dictum by supposing any two of these characters transposed.

16. 7. What literary associations have gathered round the following names:—Athens, Araby, Ardennes, Camelot, The Hebrides, The Hesperides, Provence, Roncesvalles, Yarrow?

16. 8. Discuss Milton's use of similes, *or* the autobiographical references in his poems.

16. 9. Compare English prose style before and after the Restoration.

16. 10. Explain what is meant by the verisimilitude of Swift and Defoe, and give examples of it.

16. 11. Was Burns's attitude to external nature that of the eighteenth century or that of the Romantic Age?

16. 12.

> As a hugh stone is sometimes seen to lie
> Couched on the bald top of an eminence;
> Wonder to all that do the same espy,
> By what means it could thither come and whence;
> So that it seems a thing endued with sense:
> Like a sea-beast crawled forth, that on a shelf
> Of rock or sand reposeth, there to sun itself;
> Such seemed this man, not all alive nor dead
> Nor all asleep—in his extreme old age. (*Wordsworth.*)

Criticise the language, construction and arrangement of this passage in the light of Wordsworth's own theory of poetic diction.

16. 13. Indicate by reference to our essay literature how the range of subjects treated in the essay grew more extensive.

16. 14. Show how the difference between Scottish and English humour may be illustrated from Scott and Dickens.

16. 15. Give an account of the work of any living English novelist who seems to you to have reached supreme literary excellence.

16. 16. What romances in verse or prose are suggested to your mind by the following lines?

Morn, and a world of wonder! O the time
  Of winds like trumpet-calls, and seas that gleam,
And sounding sunlit roads that wind and climb
  Far over hills of dream,—
Travelled by knight and pedlar, prince and priest,—
  Past many an echoing port and ringing bridge
To some black fortress like a couchant beast
  Crouched on a mountain ridge.
Fords perilous, and haunted reach and pool,
  Far shining spires under the blaze of noon,
And twilight shrines of visions wonderful,—
  Dusk and an angry moon. (*C. Fox Smith.*)

SECTION II.

Optional Questions.

16. 1. Translate :—

Ðū mann, tō hwon eart ðū mē swā ungeðancfull mīnra giefena? Hwæt! ic ðē gesceōp and gelīffæste, and ǣghwæt ðæs ðe ðū hæfst ic ðē sealde. Mīn is eall ðæt ðū hæfst, and ðīn nis nān wiht. Ic hit eall āfierre fram ðē; ðū leofa būtan mē, gif ðū mæge. Ðē ic hic sealde, tō ðon ðæt ðū hit sceoldest ðearfum dǣlan. Ic swerie ðurh mē selfne dæt ic eom se ilca God ðe ðone weligan and ðone hēanan geworhte mid mīnum handum. Ðæt ic wolde, ðæt ðū mīne ðearfan fēddest, ðonne hīe wǣron ðē biddende mīnra gōda, and ðū him simle tīðe forwierndest. For hwon noldest ðū hit geðęncean, gif ðū him mildheortnesse on gecȳðdest, ðæt ðū ne sceoldest ðæs nān ðing forlēosan, ðe ðū him dydest, nē mē ðǣre sęlene ābelgan mīnes āgnes?

16. 2. Write down the present infinitive, preterite singular and plural (1st persons) and past participle (wherever these are in use) of the irregular and defective verbs in the above passage.

16. 3. Write brief notes on the grammar, diction, and metre of the following extracts :—

(*a*) And if yow thinketh this is wel y-sayd,
Seyeth your avys and holdeth yow apayd,

(*b*) Ful looth were him to cursen for his tythes.

(*c*) To be buxome at his biddyng . he bad hem noughte elles.

(*d*) He garte the hevene to stekye . and stonden in quiete.

(*e*) Men sais schir thomas randale than,
Chassand, the kyngis baner wan.

(*f*) In none kingeriche
Nas non his iliche.

16. 4. Name the dialects of Old English, illustrate some of their peculiarities from the passages quoted in the preceding question, and narrate briefly their subsequent history.

LATIN.

LOWER GRADE.

Monday, 24th June.—10 a.m. to 12.30 p.m.

30. 1. For Prose Composition :—

(*Candidates should in all cases attempt this Question.*)

I must now tell how the Roman people gained possession of the Sibylline Books, which it was the custom to consult in times of great danger to the state. When Tarquin the Proud was reigning at Rome, there came to him one day a stranger woman, who would have him buy at a price nine books, in which she said were written the verses of the Sibyl; and when he refused, she burnt three and offered the rest at the same price. But he mocked at her for a mad woman. And she came yet again with but three books left and asked the same price; so the king was astonished, and took counsel with the augurs and bought the books, which he ordered to be kept in the Capitol.

20. 2. Translate :—

(*a*) Acie triplici instituta, et celeriter octo milium itinere confecto, prius ad hostium castra pervenit, quam quid ageretur Germani sentire possent. Qui omnibus rebus subito perterriti, et celeritate adventus nostri et discessu suorum, neque consilii habendi neque arma capiendi spatio dato perturbantur, copiasne adversus hostem ducere, an castra defendere, an fuga salutem petere praestaret. Quorum timor cum fremitu et concursu significaretur, milites nostri pristini diei perfidia incitati in castra inruperunt. Quo loco qui celeriter arma capere potuerunt paulisper nostris restiterunt atque inter impedimenta proelium commiserunt: at reliqua multitudo puerorum mulierumque (nam cum omnibus suis domo excesserant Rhenumque transierant) passim fugere coepit; ad quos consectandos Caesar equitatum misit.

15. (*b*) *Proserpine and her companions gather flowers.*

Valle sub umbrosa locus est aspergine multa
  uvidus ex alto desilientis aquae.
fulgebant illic quot habet natura colores
  pictaque dissimili flore nitebat humus.
quam simul aspexit, "Comites, accedite!" dixit
  "et mecum plenos flore referte sinus!"
praeda puellares animos prolectat inanis,
  et non sentitur sedulitate labor.
illa legit calthas [1]; huic sunt violaria curae;
  illa papavereas subsecat ungue comas;
plurima lecta rosa est; sunt et sine nomine flores;
  ipsa crocos tenues liliaque alba legit.

35. 3. (*a*) In what metre is the preceding passage written? Give the scansion of the first four lines, marking the quantity of each syllable and dividing the feet.

(*b*) Give (1) the meaning, (2) the gender, (3) the ablative singular, and (4) the genitive plural, of the following words :—*frigus*, *munus*, *mons*, *ignis*, *cinis*; and give the principal parts of *cano*, *vinco*, *redeo*, *nanciscor*, *aufero*.

(*c*) What are the adverbs formed from the adjectives *malus*, *facilis*, *similis*, *acer*? Give the comparative and superlative of those adverbs.

(*d*) Write and translate very short sentences to illustrate the constructions of *parco*, *impero*, *persuadeo*.

4. Translate into Latin :—

(*a*) Come here, boy, and tell me whose son you are.
(*b*) I told him I did not remember why I did that.
(*c*) If you tell me what you want, I shall do it if I can.
(*d*) There is no one who knows better than yourself what you ought to do.

5. What do you know of any one of the following :—Marius, Gaius Gracchus, Agricola, Nero?

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[1] *caltha*, "marigold."

LATIN.

HIGHER GRADE.

Monday, 24th June.—10 A.M. to 1 P.M.

Candidates will not be allowed to pass unless they reach the necessary standard both in Prose Composition and in Translation.

30. 1. For Latin Prose :—

In both camps all who did not understand war were eager to fight ; the few who had a high reputation for military science were against fighting. Each of the generals knew intimately the defects of his own army ; and neither of them was fully aware of the defects of the other's army. Rosen was certain that the Irish infantry were worse equipped, worse officered, and worse drilled, than any infantry he had ever seen ; and he supposed that the English troops were well trained, and were, as they doubtless ought to have been, amply provided with everything necessary to their efficiency. Numbers, he rightly judged, would avail little against a great superiority of arms and discipline. He therefore advised James to fall back rather than hazard a battle the loss of which might be the loss of all. But the Irish were unanimous against retreating, and James pleased with the enthusiasm of his subjects, positively declared that he would not disgrace himself by leaving his capital to the invaders without striking a blow.

25. 2. Translate into English :—

Aliquantum supererat noctis, iamque in tuto videbantur esse, cum Decius "macte virtute," inquit, "milites Romani, este : vestrum iter ac reditum omnia saecula laudibus ferent ; sed ad conspiciendam tantam virtutem luce ac die opus est, nec vos digni estis quos cum tanta gloria in castra reduces silentium et nox tegat. hic lucem quieti opperiemur." dictis obtemperatum. Atque ubi primum inluxit, praemissso nuntio ad consulem in castra incolumes reverti qui sua corpora pro salute omnium haud dubio periculo obiecissent, pro se quisque obviam effusi laudant, gratulantur, singulos universos servatores suos vocant, dis laudes gratesque agunt, Decium in caelum ferunt. Hic Decii castrensis triumphus fuit incedentis per media castra cum armato praesidio, coniectis in eum omnium oculis, et omni honore tribunum consuli aequantibus.

15. 3. Translate into English *either* (*a*) or (*b*) :—

(*a*)
Iamque rubescebat radiis mare, et aethere ab alto
Aurora in roseis fulgebat lutea[1] bigis ;
cum venti posuere, omnisque repente resedit
flatus, et in lento luctantur marmore tonsae[2].
Atque hic Aeneas ingentem ex aequore lucum
prospicit. Hunc inter fluvio Tiberinus amoeno,
verticibus rapidis, et multa flavus harena,
in mare prorumpit ; variae circumque supraque
assuetae ripis volucres et fluminis alveo
aethera mulcebant cantu, lucoque volabant.
Flectere iter sociis terraeque advertere proras
imperat, et laetus fluvio succedit opaco.

(*b*)
Phoebus volentem proelia me loqui
Victas et urbes increpuit lyra,
  Ne parva Tyrrhenum per aequor
    Vela darem. Tua, Cæsar, aetas
Fruges et agris rettulit uberes,
Et signa nostro restituit Iovi
  Derepta Parthorum superbis
    Postibus, et vacuum duellis
Ianum Quirini clausit, et ordinem
Rectum evaganti frena licentiæ
  Iniecit, emovitque culpas,
    Et veteres revocavit artes,

---

[1] *lutea* "rosy." [2] *tonsae* "oars."

Per quas Latinum nomen et Italae
Crevere vires, famaque et imperî
Porrecta maiestas ad ortus
Solis ab Hesperio cubili.

30. 4. (*a*) Translate the following sentences and explain the syntax of the words in italics :—

(1) Dies *deficiat* si *velim* paupertatis causam defendere.
(2) C. Gracchus, si diutius *vixisset*, eloquentia nescio an habuisset parem *neminem*.
(3) In re publica mihi *neglegenti* esse non licet.
(4) desine mollium
tandem *querelarum*.

(*b*) Scan the following lines marking the quantity of every syllable, and dividing the feet. Give the name of the metre in each case :—

(1) Odi profanum vulgus et arceo.
(2) Sic te diva potens Cypri.
(3) Albi, ne doleas plus nimio memor.

5. Translate into Latin :—

(*a*) Who can deny that it is better to die for one's country than to be a coward ?
(*b*) If you tell any one what we have told you, we will never trust you any more.
(*c*) We must not spare the instigators of the war ; for it is to them we owe all our misfortunes.
(*d*) There is not one of us who knows whether the consul is dead or not.

6. Answer any *one* of the following :—

(*a*) Show how *either* Sicily *or* Egypt came under Roman rule.
(*b*) What is meant by *ager publicus*, and to what questions did its existence give rise.
(*c*) What do you know of *either* Terence *or* Catullus ?
(*d*) Explain Cicero's attitude to Cæsar and Pompeius.

LATIN.

HONOURS.—FIRST PAPER,

Monday, 24th June.—10 A.M. to 1 P.M.

70. 1. **For Latin Prose** :—

The distinguished plenipotentiary delivered before the congress a long and very effective harangue. He recalled the sacrifices and efforts of the Prince during previous years. He adverted to the disastrous campaign in which the Prince had appeared full of high hope, at the head of a gallant army, but had been obliged, after a short period, to retire. Nevertheless, he had not lost courage ; and now that the eyes of men had been opened, and so many cities had declared against the tyrant, the Prince found himself exposed to a bitter struggle. Although his own fortunes had been ruined in the cause, he had been unable to resist the daily flood of petitions which called upon him to come forward once more. The day of payment had arrived. Over his own head impended perpetual shame, over the fatherland perpetual woe, if the congress should now refuse the necessary supplies. "Arouse ye, then," cried the orator with fervour, "awaken your own zeal and that of your sister cities. Seize opportunity by the locks, who never appeared fairer than she does to-day."

MOTLEY

30. 2. For Latin Verse Composition :—

(*a*) Translate into Hexameters :—

Now when broad day the world discovered has,
Up Una rose, up rose the lion eke,
And on their former journey forward pass
In ways unknown, her wandring knight to seek,
With pains far passing that long wandring Greek,
That for his love refused deity :
Such were the labours of this lady meek,
Still seeking him, that from her still did fly ;
Then furthest from her hope, when most she weened nigh.

(*b*) Translate into Elegiacs :—

My mind to me a kingdom is ;
Such perfect joy therein I find,
As far exceeds all earthly bliss,
That God or Nature hath assigned ;
Though much I want that most would have,
Yet still my mind forbids to crave.

I see how plenty surfeits oft,
And hasty climbers soonest fall :
I see that such as sit aloft
Mishap doth threaten most of all :
These get with toil and keep with fear :
Such cares my mind could never bear.

OR, *as an alternative to Verse Composition*,—

Write in Latin :—

An Essay or Dialogue on the value of athletics ;

OR

A letter to a friend abroad on the recent Colonial Conference.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 26th June.—2 to 5 p.m.

20. 1. Translate into English :—

(*a*) CAELIVS CICERONIS.

Invideo tibi : tam multa quotidie quae mirere istuc perferuntur. primum illud, absolutum Messallam, deinde eundem condemnatum, C. Marcellum consulem factum, M. Calidium a repulsa postulatum a Galliis duobus, P. Dolabellam quindecimvirum factum. Hoc tibi non invideo, caruisse te pulcherrimo spectaculo et Lentuli Cruris repulsi vultum non vidisse. At qua spe, quam certa opinione descenderat ! quam ipso diffidente Dolabella ! Et hercules, nisi nostri equites acutius vidissent, paene concedente adversario superasset. Illud te non arbitror miratum, Servium, designatum tribunum plebis, condemnatum : cuius locum C. Curio petiit. Sanequam incutit multis, qui eum facilitatemque eius non norunt, magnum metum : sed, ut spero et volo, et ut se fert ipse, bonos et senatum malet. Totus, ut nunc est, hoc scaturit. Huius autem voluntatis initium et causa est, quod eum non mediocriter Caesar, qui solet infimorum hominum amicitias sibi qualibet impensa adiungere, valde contempsit. Qua in re mihi videtur illud perquam venuste cecidisse, quod a reliquis quoque usque eo est animadversum ut Curio, qui nihil consilio facit, ratione et insidiis usus videretur in evitandis eorum consiliis, qui se intenderant adversarios in eius tribunatum : Lollios et Antonios et id genus valentes dico,

20. (b)

At pater Anchises penitus convalle virenti
inclusas animas, superumque ad lumen ituras,
lustrabrat studio recolens, omnemque suorum
forte recensebat numerum, carosque nepotes,
fataque, fortunasque virum moresque, manusque.
Isque ubi tendentem adversum per gramina vidit
Aenean, alacris palmas utrasque tetendit ;
effusaeque genis lacrimae et vox excidit ore :
Venisti tandem, tuaque exspectata parenti
vicit iter durum pietas ? datur ora tueri,
nate, tua et notas audire et reddere voces ?
Sic equidem ducebam animo rebarque futurum
tempora dinumerans ; nec me mea cura fefellit.
Quas ego te terras et quanta per aequora vectum
accipio ! quantis iactatum, nate, periclis !
Quam metui, ne quid Libyae tibi regna nocerent !
Ille autem : Tua me, genitor, tua tristis imago,
saepius occurrens, haec limina tendere adegit.
Stant sale Tyrrheno classes. Da iungere dextram,
da, genitor, teque amplexu ne subtrahe nostro.
Sic memorans largo fletu simul ora rigabat.
Ter conatus ibi collo dare bracchia circum :
ter frustra comprensa manus effugit imago,
par levibus ventis, volucrique simillima somno.

20. (c) Nam cunctas nationes et urbes populus aut primores aut singuli regunt : delecta ex his et consociata reipublicae forma laudari facilius quam evenire vel, si evenit, haud diuturna esse potest. Igitur, ut olim plebe valida, vel cum patres pollerent, noscenda vulgi natura, et, quibus modis temperanter haberetur, senatusque et optimatium ingenia qui maxime perdidicerant, callidi temporum et sapientes credebantur, sic, converso statu, neque alia re Romana quam si unus imperitet, haec conquiri tradique in rem fuerit, quia pauci prudentia honesta ab deterioribus, utilia ab noxiis discernunt plures aliorum eventis docentur. Ceterum ut profutura, ita minimum oblectationis adferunt. Nam situs gentium, varietates proeliorum, clari ducum exitus retinent ac redintegrant legentium animum : nos saeva iussa, continuas accusationes, fallaces amicitias, perniciem innocentium, et easdem exitii caussas coniungimus, obvia rerum similitudine et satietate. Tum quod antiquis scriptoribus rarus obtrectator, neque refert cuiusquam Punicas Romanasve acies laetius extuleris : at multorum, qui Tiberio regente poenam vel infamiam subiere, posteri manent. Utque familiae ipsae iam exstinctae sint ; reperies qui ob similitudinem morum, aliena malefacta sibi obiectari putent. Etiam gloria ac virtus infensos habet, ut nimis ex propinquo diversa arguens. Sed ad inceptum redeo.

14. 2. Translate the following, with short notes on the construction of the words in italics :—

(a) magis *nullius* interest quam *tua*, T. Otacili, non imponi cervicibus onus sub quo *considas*.

(b) haec cum viderem, quid *agerem*, iudices ? *contenderem* contra tribunum plebis privatus armis ?

(c) tantamne rem tam neglegenter *agere !*

(d) notante
iudice *quo* nosti populo.

(e) at puer Ascanius, cui nunc cognomen *Iulo*
additur.

(f) peream male, si non
optimum *erat.*

(g) Quis enim virtutem *amplectitur* ipsam, praemia si *tollas ?*

26. 3. Answer any *two* of the following :—

(a) What were the contributions of Etruria and Greece to the Roman State Religion ?

(*b*) Show the importance of Sicily in Roman history.

(*c*) By what stages were the constitutional changes of Sulla repealed?

(*d*) How far is the Latin drama original?

(*e*) Contrast the poetry of the Republic with that of the Augustan age.

(*f*) Estimate the value of Cicero's philosophical writings.

GREEK.

LOWER GRADE.

Friday, 21st June.—2 to 4.30 P.M.

40. I. Translate :—

Socrates on his defence.

Πάλιν εἶπεν ὁ Σωκράτης· "Ἄγε δὴ ἀκούσατε καὶ ἄλλα, ἵνα ἔτι μᾶλλον οἱ βουλόμενοι ὑμῶν ἀπιστῶσι τῷ ἐμὲ τετιμῆσθαι ὑπὸ δαιμόνων. Χαιρεφῶντος γάρ ποτε ἐπερωτῶντος ἐν Δελφοῖς περὶ ἐμοῦ πολλῶν παρόντων, ἔφη ὁ Ἀπόλλων μηδένα εἶναι ἀνθρώπων ἐμοῦ μήτε ἐλευθεριώτερον μήτε δικαιότερον μήτε σωφρονέστερον." ὡς δ αὖ ταῦτ' ἀκούσαντες οἱ δικασταὶ ἔτι μᾶλλον ἐθορύβουν,[1] αὖθις εἶπεν ὁ Σωκράτης. "Ἀλλὰ μείζω μέν, ὦ ἄνδρες, εἶπεν ὁ θεὸς περὶ Λυκούργου τοῦ Λακεδαιμονίοις νομοθετήσαντος ἢ περὶ ἐμοῦ, λέγεται γὰρ εἰς τὸν ναὸν εἰσιόντα προσειπεῖν αὐτόν· "Φροντίζω πότερον θεόν σε εἴπω ἢ ἄνθρωπον." ἐμὲ δὲ θεῷ μὲν οὐκ εἴκασεν,[2] ἀνθρώπων δὲ πολλῷ προέκρινε διαφέρειν. ὑμεῖς δὲ καθ' ἓν ἕκαστον ἐπισκοπεῖτε ὧν εἶπεν ὁ θεός. τίνα μὲν γὰρ ἐπίστασθε ἀνθρώπων ἐλευθεριώτερον ἐμοῦ, ὃς παρ' οὐδενὸς οὔτε δῶρα οὔτε μισθὸν δέχομαι; σοφὸν δὲ πῶς οὐκ ἄν τις ἄνδρα φήσειεν εἶναι ὃς ἐξ ὅτουπερ συνιέναι τὰ λεγόμενα ἤρξατο οὐδεπώποτε ἐπαύσατο καὶ ζητῶν καὶ μανθάνων ὅ τι ἐδύνατο ἀγαθόν· ὡς οὖν ἀληθῆ εἶπεν ὁ θεός, πᾶσιν ἤδη οἶμαι δῆλον εἶναι, ὥστε μηδὲν δεῖν ἐμὲ περὶ τούτου ἔτι λέγειν."

[1] θορυβεῖν, "to interrupt."

[2] εἰκάζειν, "to compare."

24. II. Translate into Greek :—

(1) He said he would come if he wished.
(2) I did not know that your son had been killed in the battle.
(3) Do not tell me that you did that in order to please me.
(4) I asked the boy where his book was, and he said he did not know.
(5) Whoever answers first will get two obols.
(6) If you had told the truth, you would not have been punished.

10. III. (*a*) Give—

gen. sing. of δόξα, πατήρ, ὄρνις, βοῦς, γυνή, ναῦς.
dat. plur. of ἀνήρ, χείρ, κύων, ὀδούς, λέων, ῥήτωρ·
gen. plur. fem. of μέγας, τοσοῦτος, τοσόσδε, ἱστάς, εἰπών, πεφυκώς

Parse—

καλλίους, θριξί, αἰδοῦς, ὅρους, ὄρους.

10. (*b*) Parse, giving 1st sing. pres. ind. with active meaning :—

εἰρήσθω, προστῆναι, εἰδυῖα, ἀπῇσαν, ἀπόδος, τεθῆναι, ἤκουσται λεληθέναι.

Give—

aor. inf. with active meaning of προλέγω, διαφέρω, παρέχω, καλῶ.
1st sing. perf. ind. act. of καθορῶ, διέρχομαι, ἀφαιρῶ, διαβάλλω.
3rd sing. fut. ind. with active meaning of ἐσθίω, βαδίζω, ἀκούω, ἐφίημι.

(*c*) Distinguish in meaning between παρ' ἐμοῦ, παρ' ἐμοί, παρ' ἐμέ, and ἐφ' ἡμῶν, ἐφ' ἡμῖν, ἐφ' ἡμᾶς.

16. IV. Translate, adding a note on the syntax :—

(1) ἔλαθον ἐμαυτὸν ταῦτ' εἰπών.
(2) μὴ ἀπέλθῃς πρὶν ἂν κελεύσω.
(3) ἐὰν μὴ βούλῃ, οὐδεὶς ἐρεῖ σοι τἀληθῆ.
(4) εὖ ἤδη ἀποθανούμενος ὑπὸ τῶν πολιτῶν.
(5) εἰ κακῶς ποιεῖς τοὺς ἄλλους, οὐκ ἔστιν ὅπως οὐ κακῶς πείσει ὑπ' αὐτῶν.
(6) Ἀλκιβιάδης κατῆλθεν ὑπὸ τῶν πολιτῶν.

Give the Greek for—*Go away! stay there! come with me, give it to me, don't speak, where are you?*

GREEK.

HIGHER GRADE.

Friday, 21st June.—2 to 5 P.M.

(Candidates will not be allowed to pass unless they reach the necessary standard both in Grammar and in Translation.)

20. I. Translate—

Σκέψαι δὲ πρῶτον τὰ περὶ Ἀλκιβιάδην. ἐκεῖνος γὰρ φυγὼν παρ' ἡμῶν οὐ τὴν αὐτὴν γνώμην ἔσχε τοῖς πρὸ αὐτοῦ ταύτῃ τῇ συμφορᾷ κεχρημένοις, ἀλλ' οἰηθεὶς πειρατέον εἶναι βίᾳ κατελθεῖν, προείλετο πολεμεῖν πρὸς τὴν πόλιν, καὶ εἰς τοσαύτην ταραχὴν κατέστησεν οὐ μόνον αὐτὴν ἀλλὰ καὶ Λακεδαιμονίους καὶ τοὺς ἄλλους Ἕλληνας, ὥσθ' ἡμᾶς μὲν παθεῖν ἃ πάντες ἴσασι, τοὺς δὲ Λακεδαιμονίους τοὺς τότε δόξαντας εὐτυχεῖν εἰς τὰς νῦν ἀτυχίας δι' Ἀλκιβιάδην καθεστάναι· πεισθέντες γὰρ ὑπ' αὐτοῦ τῆς πατὰ θάλατταν δυνάμεως ἐπιθυμῆσαι, καὶ τὴν κατὰ γῆν ἡγεμονίαν ἀπώλεσαν, ὥστ' εἴ τις φαίη τότε τὴν ἀρχὴν αὐτοῖς γίγνεσθαι τῶν παρόντων κακῶν, ὅτε τὴν ἀρχὴν τῆς θαλάττης ἐλάμβανον, οὐκ ἂν ἐξελεγχθείη ψευδόμενος. ἐκεῖνος μὲν οὖν τηλικούτων αἴτιος γενόμενος κατῆλθεν εἰς τὴν πόλιν, μεγάλης μὲν δόξης τυχών, οὐ μὴν ἐπαινούμενος ὑφ' ἁπάντων.

20. II. Translate *one* of the following passages :—

(*a*) *Iris brings the message of Zeus to Poseidon.*

Ὣς ἔφατ'· οὐδ' ἀπίθησε ποδήνεμος ὠκέα Ἶρις
βῆ δὲ κατ' Ἰδαίων ὀρέων εἰς Ἴλιον ἱρήν.
ὡς δ' ὅτ' ἂν ἐκ νεφέων πτῆται νιφὰς ἠὲ χάλαζα
ψυχρὴ ὑπὸ ῥιπῆς αἰθρηγενέος Βορέαο,
ὣς κραιπνῶς μεμαυῖα διέπτατο ὠκέα Ἶρις,
ἀγχοῦ δ' ἱσταμένη προσέφη κλυτὸν Ἐννοσίγαιον·
Ἀγγελίην τινά τοι, Γαιήοχε κυανοχαῖτα,
ἦλθον δεῦρο φέρουσα παραὶ Διὸς αἰγιόχοιο.
παυσάμενόν σ' ἐκέλευσε μάχης ἠδὲ πτολέμοιο
ἔρχεσθαι μετὰ φῦλα θεῶν, ἢ εἰς ἅλα δῖαν.
εἰ δέ οἱ οὐκ ἐπέεσσ' ἐπιπείσεαι, ἀλλ' ἀλογήσεις,
ἠπείλει καὶ κεῖνος ἐναντίβιον πολεμίξων
ἐνθάδ' ἐλεύσεσθαι· σὲ δ' ὑπεξαλέασθαι ἄνωγει
χεῖρας, ἐπεὶ σέο φησὶ βίῃ πολὺ φέρτερος εἶναι,
καὶ γενεῇ πρότερος· σὸν δ' οὐκ ὄθεται φίλον ἦτορ
ἶσόν οἱ φάσθαι, τόν τε στυγέουσι καὶ ἄλλοι.

Scan the first four verses, noting any peculiarities of Homeric prosody.

(*b*) *Theseus charges Hippolytus with hypocrisy.*

ΘΗ. ὦ πόλλ' ἁμαρτάνοντες ἄνθρωποι μάτην.
τί δὴ τέχνας μὲν μυρίας διδάσκετε
καὶ πάντα μηχανᾶσθε κἀξευρίσκετε,
ἓν δ' οὐκ ἐπίστασθ' οὐδ' ἐθηράσασθέ πω,
φρονεῖν διδάσκειν οἷσιν οὐκ ἔνεστι νοῦς;
ΙΠ. δεινὸν σοφιστὴν εἶπας, ὅστις εὖ φρονεῖν
τοὺς μὴ φρονοῦντας δυνατός ἐστ' ἀναγκάσαι.
ΘΗ. φεῦ, χρῆν βροτοῖσι τῶν φίλων τεκμήριον
σαφές τι κεῖσθαι καὶ διάγνωσιν φρενῶν,
ὅστις τ' ἀληθής ἐστιν ὅς τε μὴ φίλος·
δισσάς τε φωνὰς πάντας ἀνθρώπους ἔχειν,
τὴν μὲν δικαίαν, τὴν δ' ὅπως ἐτύγχανεν,
ὡς ἡ φρονοῦσα τἄδικ' ἐξηλέγχετο
πρὸς τῆς δικαίας, κοὐκ ἂν ἠπατώμεθα.

25. Scan the first four verses, marking the caesura in each.

III. For Greek Prose :—

That same night the king bade us all to sup with him, and entertained us with great state. After we had eaten and drunk, it pleased him to question us about our voyage. He said that he knew we were come from a far country, and asked us what chance had brought us to his realm. We answered his questions as best we could; for we did not know whether it was yet safe to tell him all the truth or not; and, if he were to learn that we had first intended to serve in his enemy's army, we feared that he might be incensed against us. We soon saw, however, that our fears were foolish; for the king showed plainly that he knew all these things already. 5.

IV. (1) Give aor. inf. act. (in Attic usage) of προσφέρω, ἀποκτείνω, περιορῶ, ἀντιλέγω.
1st sing. perf. ind. act. of προαγορεύω, ὑπακούω, αἴρω, συνίημι.
3rd sing. fut. ind. with active meaning of ἀποθνῄσκω, προλέγω, βαδίζω, ἀπελαύνω.
Parse, giving 1st sing. pres. ind. act., προσσχών, τεθνεῶτος, κατέχεα, καταπιών, ἀνέῳκτο. 10.

(2) Translate, adding a note on the syntax :—

(*a*) οὔ φημι χείρων εἶναι τῶν ἄλλων.
(*b*) ἔδειξα τὸν ἄνθρωπον χρήματ' ἔχοντα παρὰ βασιλέως.
(*c*) εἰπόν σοι ὡς τάχιστ' ἀπιέναι.
(*d*) οὐκ ἂν ἔφη ταῦτα δρᾶσαι, εἰ μὴ ἐκέλευσεν ὁ στρατηγός.
(*e*) μηδὲν μηδενὶ εἴπῃς ὧν παρ' ἐμοῦ ἔμαθες. 15

(3) Translate into Greek :—

(*a*) Do not go away before I bid you.
(*b*) If I see my friend, I shall tell him you are here.
(*c*) I know that you will do whatever we wish.
(*d*) He said he was not at Athens at that time.
(*e*) I shall try to tell you why I think so. 5.

(4) (*a*) What is the difference in meaning between λόγους ποιεῖν and λόγους ποιεῖσθαι?

(*b*) Show how the Latin *qui* with the subjunctive is translated into Greek.

GREEK.

HONOURS.—FIRST PAPER.

Friday, 21st June.—2 to 5 P.M.

20. I. Translate:—

(1) *Priam appeals to Hector.*

Ἕκτορ, μή μοι μίμνε, φίλον τέκος, ἀνέρα τοῦτον
οἶος ἄνευθ' ἄλλων, ἵνα μὴ τάχα πότμον ἐπίσπῃς,
Πηλείωνι δαμείς· ἐπεὶ ἦ πολὺ φέρτερός ἐστιν.
σχέτλιος· αἴθε θεοῖσι φίλος τοσσόνδε γένοιτο,
ὅσσον ἐμοί· τάχα κέν ἑ κύνες καὶ γῦπες ἔδονται
κείμενον· ἦ κέ μοι αἰνὸν ἀπὸ πραπίδων ἄχος ἔλθοι·
ὅς μ' υἱῶν πολλων τε καὶ ἐσθλῶν εὖνιν ἔθεκεν,
κτείνων καὶ περνὰς νήσων ἔπι τηλεδαπάων,
καὶ γὰρ νῦν δύο παῖδε, Λυκάονα καὶ Πολύδωρον,
οὐ δύναμαι ἰδέειν, Τρώων εἰς ἄστυ ἀλέντων,
τοὺς μοι Λαοθόη τέκετο, κρείουσα γυναικῶν.
ἀλλ' εἰ μέν ζώουσι μετὰ στρατῷ, ἦ τ' ἂν ἔπειτα
χαλκοῦ τε χρυσοῦ τ' ἀπολυσόμεθ'· ἔστι γὰρ ἔνδον·
πολλὰ γὰρ ὤπασε παιδὶ γέρων ὀνομακλυτὸς Ἄλτης.
εἰ δ' ἤδη τεθνᾶσι καὶ εἰν Ἀΐδαο δόμοισιν,
ἄλγος ἐμῷ θυμῷ καὶ μητέρι, τοὶ τεκόμεσθα
λαοῖσιν δ' ἄλλοισι μινυνθαδιώτερον ἄλγος
ἔσσεται, ἢν μὴ καὶ σὺ θάνῃς, Ἀχιλῆϊ δαμασθείς.
ἀλλ' εἰσέρχεο τεῖχος, ἐμὸν τέκος. ὄφρα σαώσῃς
Τρῶας καὶ Τρῳάς, μηδὲ μέγα κῦδος ὀρέξῃς
Πηλείδῃ, αὐτὸς δὲ φίλης αἰῶνος ἀμερθῇς.

20. (2) *Andromache defies Menelaus.*

ὦ πᾶσιν ἀνθρώποισιν ἔχθιστοι βροτῶν,
Σπάρτης ἔνοικοι, δόλια βουλευτήρια,
ψευδῶν ἄνακτες, μηχανορράφοι κακῶν,
ἑλικτὰ κοὐδὲν ὑγιὲς ἀλλὰ πᾶν πέριξ
φρονοῦντες, ἀδίκως εὐτυχεῖτ' ἀν' Ἑλλάδα.
τί δ' οὐκ ἐν ὑμῖν ἐστιν; οὐ πλεῖστοι φόνοι;
οὐκ αἰσχροκερδεῖς; οὐ λέγοντες ἄλλα μὲν
γλώσσῃ, φρονοῦντες δ' ἄλλ' ἐφευρίσκεσθ' ἀεί;
ὄλοισθ'· ἐμοὶ δὲ θάνατος οὐχ οὕτω βαρὺς
ὡς σοὶ δέδοκται. κεῖνα γάρ μ' ἀπώλεσεν,
ὅθ' ἡ τάλαινα πόλις ἀναλώθη Φρυγῶν
πόσις θ' ὁ κλεινὸς, ὅς σε πολλάκις δορὶ
ναύτην ἔθηκεν ἀντὶ χερσαίου κακόν.
νῦν δ' ἐς γυναῖκα γοργὸς ὁπλίτης φανεὶς
κτείνεις μ', ἀπόκτειν'· ὡς ἀθώπευτόν γέ σε
γλώσσης ἀφήσω τῆς ἐμῆς καὶ παῖδα σην.
ἐπεὶ σὺ μὲν πέφυκας ἐν Σπάρτῃ μέγας,
ἡμεῖς δὲ Τροίᾳ γ'. εἰ δ' ἐγὼ πράσσω κακῶς,
μηδὲν τόδ' αὔχει· καὶ σὺ γὰρ πράξειας ἄν.

60. II. For Greek Prose:—

At length he reached the mountains of Strathglass, and was compelled to hide himself in a cavern where seven robbers had taken up their abode. These men readily afforded refuge to the wanderer, and recognising the Prince, for whom they had repeatedly ventured their lives, they vowed unalterable devotion to his cause. With these men Charles Edward remained for about three weeks, and it was with the utmost difficulty they would permit him to leave them. "Stay with us," said the generous robbers; "the mountains of gold which the Government have set upon your head may induce some gentleman to betray you, for he can go to a distant country and live on the price of his dishonour; but to us there exists no temptation. We can speak no language but our own—we can live nowhere but in this country, where, were we to injure a hair of your head, the very mountains would fall upon us to crush us to death."

GREEK.

HONOURS.—SECOND PAPER.

Thursday, 27th June.—2 to 5 P.M.

25 I. Translate:—

(1) Οἱ δ' ἀκούσαντες ἐπὶ τοὺς τὴν ὀλιγαρχίαν μάλιστα ποιήσαντας καὶ ἔτι τῶν ἄλλων τοὺς μετασχόντας τό μὲν πρῶτον ὥρμησαν βάλλειν· ἔπειτα μέντοι ὑπὸ τῶν διὰ μέσου κωλυθέντες καὶ διδαχθέντες μὴ τῶν πολεμίων ἀντιπρῴρων ἐγγὺς ἐφορμούντων ἀπολέσωσι τὰ πράγματα, ἐπαύσαντο. μετὰ δὲ τοῦτο λαμπρῶς ἤδη ἐς δημοκρατίαν βουλόμενοι μεταστῆσαι τὰ ἐν τῇ Σάμῳ ὅ τε Θμασύβουλος ὁ τοῦ Λύκου καὶ Θράσυλλος (οὗτοι γὰρ μάλιστα προειστήκεσαν τῆς μεταβολῆς) ὥρκωσαν πάντας τοὺς στρατιώτας τοὺς μεγίστους ὅρκους, καὶ αὐτοὺς τοὺς ἐκ τῆς ὀλιγαρχίας μάλιστα, ἦ μὴν δημοκρατηθήσεσθαί τε καὶ ὁμονοήσειν, καὶ τὸν πρὸς Πελοποννησίους πόλεμον προθύμως διοίσειν, καὶ τοῖς τετρακοσίοις πολέμιοι τε ἔσεσθαι καὶ οὐδὲν ἐπικηρυκεύσεσθαι. ξυνώμνυσαν δὲ καὶ Σαμίων πάντες τὸν αὐτὸν ὅρκον οἱ ἐν τῇ ἡλικίᾳ, καὶ τὰ πράγματα πάντα καὶ τὰ ἀποβησόμενα ἐκ τῶν κινδύνων ξυνεκοινώσαντο οἱ στρατιῶται τοῖς Σαμίοις, νομίζοντες οὔτε ἐκείνοις ἀποστροφὴν σωτηρίας οὔτε σφίσιν εἶναι, ἀλλ', ἐάν τε οἱ τετρακόσιοι κρατήσωσιν ἐάν τε οἱ ἐκ Μιλήτου πολέμιοι, διαφθαρήσεσθαι,

25. (2) Θαυμάζω δ' ὅτι τοὺς αὐτοὺς ὁρῶ ὑπὲρ μὲν Αἰγυπτιων τἀναντία πράττειν βασιλεῖ τὴν πόλιν πείθοντας, ὑπὲρ δὲ τοῦ Ῥοδιων δήμου φοβουμένους τὸν ἄνδρα τοῦτον. καίτοι τοὺς μὲν Ἕλληνας ὄντας ἅπαντες ἴσασι, τοὺς δ' ἐν τῇ ὀρχῇ τῃ ἐκείνου μεμερισμένους. οἶμαι δ' ὑμῶν μνημονεύειν ἐνίους ὅτι, ἡνίκ' ἐβουλεύεσθε περὶ τῶν βασιλικῶν, παρελθὼν πρῶτος ἐγὼ παρῄνεσα, οἶμαι δὲ καὶ μόνος ἢ δεύτερος εἰπεῖν, ὅτι μοι σωφρονεῖν ἂν δοκοῖτε, εἰ τὴν πρόφασιν τῆς παρασκευῆς μὴ τὴν πρὸς ἐκεῖνον ἔχθραν ποιοῖσθε, ἀλλὰ παρασκευάζοισθε μὲν πρὸς τοὺς ὑπάρχοντας ἐχθρούς, ἀμύνοισθε δὲ κἀκεῖνον, ἐὰν ὑμᾶς ἀδικεῖν ἐπιχειρῇ. καὶ οὐκ ἐγὼ μὲν εἶπον ταύτα, ὑμῖν δ' οὐκ ἐδόκουν ὀρθῶς λέγειν, ἀλλὰ καὶ ὑμῖν ἤρεσκε ταῦτα. ἀκόλουθος τοίνυν ὁ νῦν λόγος ἐστί μοι τῷ τότε ῥηθέντι. ἐγὼ γάρ, εἰ βασιλεὺς παρ' αὐτὸν ὄντα με σύμβουλον ποιοῖτο, ταῦτ' ἂν αὐτῷ παραινέσαιμι ἅπερ ὑμῖν, ὑπὲρ μὲν τῶν ἑαυτοῦ πολεμεῖν, ἐάν τις ἐναντιῶται τῶν Ἑλλήνων, ὧν δὲ μηδὲν αὐτῷ προσήκει, τούτων μηδ' ἀντιποιεῖσθαι τὴν ἀρχήν· εἰ μὲν οὖν ὅλως ἐγνώκατε, ὦ ἄνδρες Ἀθηναῖοι, ὅσων ἂν βασιλεὺς ἐγκρατὴς γένηται, φθάσας ἢ παρακρουσάμενός τινας τῶν ἐν ταῖς πόλεσι, παραχωρεῖν, οὐ καλῶς ἐγνώκατε, ὡς ἐγὼ κρίνω· εἰ δὲ ὑπὲρ τῶν δικαίων καὶ πολεμεῖν, ἂν τούτου δέῃ, καὶ πάσχειν ὁτιοῦν οἴεσθε χρῆναι, πρῶτον μὲν ὑμῖν ἧττον δεήσει τούτων, ὅσῳ ἂν μᾶλλον ἐγνωκότες ἦτε ταῦτα, ἔπειθ' ἃ προσήκει φρονεῖν δόξετε.

30. II. Translate, with notes on the syntax:—

(1) Ἐμαυτῷ σύνοιδα οὐδὲν ἐπισταμένῳ.

(2) Ἀπηγόρευες ὅπως μὴ τοῦτο ἀποκρινοίμην.

(3) Τῆς σῆς οὐκ ἐρῶ τιμῆς τυχεῖν.

(4) Εὖ ἐποίησας ἀναμνήσας με.

(5) Δεινὸν ποιοῦνται εἰ μὴ εἴσονται.

(6) Ἑώρων οὐ κατορθοῦντες.

Give the meaning of the following words in tragedy with their equivalents in Attic prose :—

δεδορκώς, στέγαι, κατθανεῖν, μακραίων, ἀπεννέπειν, μοχθεῖν, χρῄζειν, τλῆναι, ἄκος, κραίνειν.

Distinguish in meaning the following pairs of phrases :—

ἐθελω ταῦτα ποιεῖν, βούλομαι ταῦτα ποιεῖν: οἶδα ταῦτα ποιεῖν, οἶδα ταῦτα ποιῶν : ἀμύνω τοῖς πολίταις, ἀμύνομαι τοὺς πολίτας.

Distinguish, according to their accent :—

λαβών, λαβῶν : μένει, μενεῖ : παῦσαι, παύσαι.

Give the derivation of the following English words, noting any difference in meaning between the Greek originals and the derivations :—

Apostle, deacon, logomachy, antiseptic, diagnosis, crisis.

20. III. Answer any *two* of the following questions :—

(1) What inferences can be drawn from Homeric arms and armour as to the date of the epic poems ?

(2) Contrast the Old and the New Comedy.

(3) State what you know of any of the following : Callinus, Anacreon, Simonides, Antipho, Theocritus.

(4) Illustrate the influence of import and export trade upon Greek history.

(5) Write notes upon the following :—

προβούλευμα, πρύτανις, ἀπελεύθερος, εἰσαγγελία, ἀντωμοσία.

FRENCH.

LOWER GRADE.

Friday, 21st June.—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this paper should be answered.

30. I. Translate into French :—

At last the man who had caught me got up to another man. "See, Jack," said he, " I have just found a cat."

" Well, Bob, show me it. I do not see it anywhere."

" Here it is, in my handkerchief ; is it not a pretty one ? " said he, as he raised up the corner of the handkerchief.

" It's pretty enough," replied Jack, " but we do not want a cat, it is of no use to us, and, if we kept it, we should have to feed it."

" Oh ! " said Bob, " if you don't want it, I will keep it. Some day, when I am tired of it, I can kill it and sell its skin."

How sad I felt when I heard these words. " Poor Fluff," said I to myself, " after having been so badly treated by those cruel children, I am now coming to a worse end. What is to become of me ! How I wish I was once more in the house of my first mistress ! "

30. II. Translate into good English :—

Montesquieu à Venise.

Il allait partout, voyait tout, interrogeait, causait et le soir prenait note des observations qu'il avait faites. Il y avait une heure ou deux qu'il était rentré et qu'il était à son occupation ordinaire, lorsqu'un inconnu se fit annoncer. C'était un Français assez mal vêtu, qui lui dit : " Monsieur, je suis votre compatriote. Il y a vingt ans que je vis ici ; mais j'ai toujours gardé de l'amitié pour les Français ; et je me suis cru quelquefois trop heureux de trouver l'occasion de les servir, comme je l'ai aujourd'hui avec vous. On peut tout faire dans ce pays, excepté se mêler des affaires d'Etat. Un mot inconsidéré sur le gouvernement coûte la tête, et vous en avez déjà dit plus de mille. On vous épie, on suit tous vos pas, on tient note de tous vos projets ; on ne doute pas que vous écriviez. Voyez, monsieur, si en effet vous avez écrit, et songez qu'une ligne innocente, mais mal interprétée, vous coûterait la vie. Voilà tout ce que j'ai à vous dire. J'ai l'honneur de vous saluer.

10. III. (*a*) In the following sentences put the subject in the plural form (*des* Français, instead of *un* Français ; and *nous* instead of *je*), and make all the other grammatical alterations necessitated by such a change :

> C'était un Français assez mal vêtu, qui lui dit : "Monsieur, je suis votre compatriote. Il y a vingt ans que je vis ici ; mais j'ai toujours gardé de l'amitié pour les Français : et je me suis cru quelquefois trop heureux de trouver l'occasion de les servir, comme je l'ai aujourd'hui avec vous."

10. (*b*) Put the following sentences in the interrogative form :—

(*a*) Il y a longtemps qu'il est ici.
(*b*) Il interroge les personnes qu'il rencontre.
(*c*) La vertu obtient toujours sa récompense.
(*d*) Il ne lui a pas parlé.
(*e*) On leur a prêté des livres.

20. IV. Write from memory a French version of the passage read out.

FRENCH.

LOWER GRADE.

Friday, 21st June.—10.45 A.M.

This paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 10.45 A.M. *The substance of this story is to be reproduced by the Candidates in French from memory. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer must write upon the blackboard the title of the story in French, Le cordonnier et les nains, *adding at the same time the following words* : "Leather = cuir (*masc.*) *and* Waistcoat = gilet (*masc.*)." *He must also warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in French, in their own way. Great importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology.*

There was once a cobbler who worked very hard, and was very honest: but he was very poor, and at last he had nothing but just enough leather to make one pair of shoes.

He cut his leather out, all ready to make the shoes the next day, and went to bed, meaning to get up early in the morning. When he got up, he was surprised to find the shoes made, and very well made they were.

The same day a gentleman came in, admired the shoes and paid a high price for them : and the poor shoemaker, with the money, bought leather enough to make two pairs more. He cut the leather out and went to bed. Next morning the same thing happened : the shoes were made. He sold them, and was able to buy leather for four pairs of shoes. And so it went on for some weeks and the cobbler and his wife were fast becoming rich.

One evening, as they were sitting by the fire, he said, "I should like to sit up and see what happens." So they did this. And what do you think they saw? Two naked dwarfs, who ran into the room, set to work and finished all the shoes before daybreak.

"These little men have been very good to us, I'm sure," said his wife ; "they must be cold, without anything to wear. I'll make each of them a coat, a waistcoat, and a pair of trousers : you make them a pair of shoes."

"Certainly," said the cobbler.

When the clothes were ready they put them in the room the dwarfs worked in, and waited to see what would happen. As soon as the dwarfs saw the clothes, they put them on and danced about, full of joy, and then they disappeared.

The good couple saw them no more, but they were rich and happy as long as they lived.

FRENCH.

Higher Grade.

Friday, 21st June.—10 A.M. to 1 P.M.

To secure full marks, the whole of this paper should be answered.

35. I. Traduire très soigneusement en français :

"And now that I know something about you, Miss Challoner," he said, "I will tell you why I asked you to be good enough to come and see me; you must have wondered what my letter meant. To begin with, I am an old man, as you can see for yourself. I suffer a great deal from rheumatism, otherwise I should have done myself the pleasure of calling on you, instead of giving you the trouble of coming here. I wanted to see you because lady authors are, as a rule, uncertain creatures. Most of them go in for literature simply because they have nothing better to do. Others do not care for the money, but they do most decidedly for the renown. Few, very few, are content to work with their pen as their poorer sisters are forced to work with their needles. Therein lies the secret of the more permanent success of men authors. . . . Now, will you be contented to work hard without any great hope of fame—to work, in fact, anonymously for a small but certain income?"

25. II. Traduire en bon anglais :

(*a*) Je sens depuis vingt ans un malaise général, plus ou moins fâcheux ; je n'ai jamais la tête libre. Elle est quelquefois si lourde que c'est comme un poids qui vous tire en avant, et qui vous entraînerait d'une fenêtre dans la rue, ou au fond d'une rivière si on était sur le bord. J'ai des idées noires, de la tristesse, de l'ennui, je me trouve mal partout, je ne veux rien, je ne saurais vouloir, je cherche à m'amuser et à m'occuper, inutilement ; la gaîté des autres m'afflige, je souffre à les entendre rire ou parler. Connaissez-vous cette espèce de stupidité ou de mauvaise humeur qu'on éprouve en se réveillant après avoir trop dormi? Voilà mon état ordinaire, la vie m'est en dégoût ; les moindres variations dans l'atmosphère me sont comme des secousses violentes ; je ne saurais rester en place, il faut que j'aille sans savoir où. C'est comme cela que j'ai fait le tour du monde. Je dors mal, je manque d'appétit, je ne saurais digérer, je ne suis bien que dans un coche. Je suis tout au rebours des autres ; je me déplais à ce qu'ils aiment, j'aime ce qui leur déplaît.

20. (*b*) Le petit mendiant, pieds nus, suit son chemin ;
De village en village, il va tendre la main,
Traînant à ses côtés son bâton et sa miche,*
Car le rare passant d'aumône est assez chiche.†
Devenu forcément philosophe et rêveur,
Il marche d'un pas lent dans l'air plein de saveur,
Ecoutant les oiseaux qui se cherchent querelle.
Comme il est fatigué, près d'une passerelle ‡
Il s'assied. Devant lui, des canards fendent l'eau,
Tout en donnant la chasse au moindre vermisseau.§
Alors, cassant son pain, lentement, miette à miette,
Au milieu de leurs rangs empressés il le jette.
Et ce déshérité, prodigue et généreux,
Se donne le plaisir de faire des heureux.

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* Loaf of bread. † Sparing of. ‡ Foot-bridge. § Worm.

20. III. Narration française.

(*a*) Traitez, en une page environ, le sujet suivant :

"Qui s'aime trop n'a point d'amis."

Expliquez ce proverbe et dites ce que vous en pensez.

ou (*b*) Racontez, en une page environ, l'histoire suivante en développant les détails donnés ci-dessous ;

Un moineau s'installe dans le nid d'une hirondelle, en son absence. Retour de l'hirondelle et discussion ; résistance du moineau. L'hirondelle appelle au secours : arrivée d'autres hirondelles ; résistance obstinée du moineau. Les hirondelles bavardent, s'éloignent, puis reviennent, avec de la terre dans leurs becs. Elles ferment l'entrée du nid ; le moineau est fait prisonnier.

FRENCH.

HONOURS.—FIRST PAPER.

Friday, 21st June.—10 A.M. to 1 P.M.

40. I. Traduire en français :

It would be difficult to describe the eagerness with which the American throws himself upon the vast prize, thus offered him by fortune. In pursuit of it, he braves without fear the arrow of the Indian and the diseases of the wilderness. The silence of the forests does not awe him; the attacks of wild beasts do not alarm him. Passion, stronger than the love of life, is for ever goading him on. Before him there is spread out an almost boundless continent, and it might be said that fearing even now that there will not be room in it, he is hastening lest he should arrive too late. Sometimes the emigrants advance so fast, that the wilderness reappears behind them. The forest has but bent beneath their feet; the moment they are passed by, it rises again. It is not uncommon to meet with dwellings abandoned in the midst of woods. The ruins of a hut are often discovered in the very heart of a wilderness, and we are surprised at many attempts at clearing the ground, which attest at once the power and the fickleness of man. On these ruins of a day the ancient forest soon throws out new suckers, and Nature comes with a smile to cover with flowers and leaves the traces of man, and to do away with every vestige of his brief occupation.

35. II. Composition française.

Traiter l'*un* des sujets suivants :

(*a*) Expliquer, développer et apprécier cette pensée :—"La vie des héros a enrichi l'histoire, et l'histoire a enrichi les actions des héros ; ainsi je ne sais qui sont plus redevables, ou ceux qui ont écrit l'histoire à ceux qui leur en ont fourni une si noble matière, ou ces grands hommes à leurs historiens."

LA BRUYÈRE.

(*b*) Quel est le genre littéraire que les Français ont cultivé avec le plus de constance et de succès ? Indiquez-en les principales productions, avec leurs caractères communs essentiels.

(*c*) Exposer, dans une lettre à un Français, les traits saillants du caractère écossais et de la vie nationale en Ecosse.

FRENCH.

HONOURS.—SECOND PAPER

Thursday, 27th June.—10 A.M. to 1 P.M.

25. I. Traduire en anglais :

(*a*) L'enfance de Shakspeare, imprégnée de sentiments ruraux et d'habitudes rurales, bercée par la douce liberté des champs, des bois et des prairies, toute parfumée encore des senteurs de l'Avon, avait fait place à une adolescence aventureuse, ardente et pauvre. Forcé de s'enrégimenter à Londres dans la troupe de ces poètes qui parlaient un langage bizarre, sans rapport avec l'idiome des ancêtres, il étudia d'abord Wyatt, Surrey, et Sydney. Ceux-ci avaient entrevu quelques lueurs de la civilisation du Midi et s'évertuaient à la copier. Les pastorales métaphysiques de la Sicile, de l'Italie et de l'Espagne enivraient les esprits. Le factice et l'artificiel faisaient irruption. Dans ce milieu étrange fut lancé le jeune fils du brasseur, propriétaire rural, agriculteur de Stratford ; il avait appris le rudiment dans son village, où quelque brave pédant armé de verges l'avait dégrossi. Il sentit en lui-même assurément une lutte très-vive entre la réalité de la nature et le spiritualisme poétique, affecté, mondain qui le pressait. Combattre de front, lui inconnu et pauvre, cette mode consacrée, était impossible. Il commença par suivre le courant, tout en ménageant le sarcasme pour l'avenir.

Ainsi sont écloses, pendant la première phase de sa vie littéraire, cinq ou six œuvres ébauchées, dont le couronnement fut Roméo et Juliette, drame charmant, passionné,—et encore tout hérissé de pointes italiennes.

25 (*b*) *En forêt.*

Ils règnent fiers et grands dans la montagne austère,
Les vieux sapins géants qui croissent en forêt ;
Marche et pénètre au cœur de leur noir sanctuaire,
Et l'arbre sombre et fort te dira son secret.

Salut, rois invaincus des hauteurs virginales !
Oui, la jeunesse en vous circule par torrents,
Vous aimez vous sentir frissonner aux grands hâles
Quand sous vos rameaux verts fermente le printemps.

Non, vous ne croissez pas dans les ravins vulgaires,
Dans les riches vallons, sur les gazons soyeux ;
Dans le désert sauvage, où pleurent les bruyères,
Vos faîtes vont humer l'azur foncé des cieux.

Et lorsque l'un de vous, seul, roidi sur sa roche,
Tombe aux coups de l'orage, il tombe le front haut,
Il tombe comme un preux sans peur et sans reproche,
Et des gerbes de fleurs lui font un gai tombeau.

Comme un roi dans sa pourpre il dort couché dans l'herbe,
Il dort calme et puissant de son dernier sommeil ;
Il a dans sa forêt poussé libre et superbe,
Il a vécu cent ans d'air vierge et de soleil.

25. II. Traiter en français l'*un* des sujets suivants :—

(*a*) Apprécier les qualités du style et du rythme du morceau "En forêt."

ou (*b*) Scander *deux* des strophes de "En forêt" et exposer les principes de la versification française en ce qui concerne le rythme, la césure et la rime.

ou (*c*) Choisir *six* mots de "En forêt," et indiquer : 1° Les divers sens de ces mots dans la langue usuelle, avec exemples à l'appui ; 2° Les mots formés du même radical, en expliquant leur formation et leur sens précis.

COMMERCIAL FRENCH.

Wednesday, 26th June.—2 to 3.30 P.M.

The whole of this Paper should be answered.

25. 1. Translate into English :—

Pauillac, le 8 mars 1907.

Messieurs Derocle Frères,
Paris.

Messieurs,

Nous nous empressons de vous faire savoir que nous venons de recevoir de Messieurs Renard et fils, de Rio de Janeiro, le connaissement d'un envoi de :

R. & F. { 250 balles laines brutes, du poids net de 250 kgs. chacune, et
1 à 250. { valant ensemble frs. 175,000.

Ces marchandises chargées à bord du navire "Ville de Bordeaux," capitaine Bermot, ont été assurées pour la somme de frs. 180,000 par nos soins et d'après avis des expéditeurs. Nous vous remettons, ci-joint, la police d'assurance.

Aussitôt que le navire arrivera ici, nous vous expédierons les marchandises, conformément aux instructions que vous voudrez bien nous donner, et vous remettrons notre compte de frais et débours.

Veuillez agréer, Messieurs, nos salutations distinguées.

ROZIER & CIE.

35. 2. Write in French a letter to a firm of merchants in Havre, informing them that one of your vessels (giving name of ship and captain) is sailing from Glasgow for their port with a cargo of coals and pig-iron. Request them, upon the arrival of the vessel, to attend to the consignment, in accordance with the details in the manifest and bills of lading, and, as regards the charges and necessary disbursements connected with the discharging of the cargo, to debit your account, handing you a statement in due course.

16. 3. Explain briefly in French the meaning of the following business terms :— *charter-party*, *tare*, *floating policy*, *A*1 *at Lloyd's.*

Either—

24. 4. Translate the following market report :—

Blés.—Il y a eu quelques acheteurs à la première cote, et, comme les vendeurs sont réservés, le ton a été ferme pendant toute la réunion, et les prix de clôture indiquent une avance de 10 à 15 centimes suivant mois de livraison.

Avoines.—Meilleure demande, prix plus fermes et en hausse de 10 à 15 centimes sur le rapproché et de 5 à 10 centimes sur le livrable.

Huile de Lin.—Tendance calme, mais soutenue ; affaires restreintes et prix en hausse de 50 centimes sur le courant, mais en recul partiel de 25 centimes sur le livrable.

Spiritueux.—Le marché ouvre soutenu, mais devient lourd en séance, pour finir calme aux prix de samedi.

Sucres.—On débute en hausse de 12 centimes, pour finir avec une nouvelle hausse d'autant. La hausse a été causée par une forte demande pour l'exportation et par la fermeté de l'étranger, motivée, dit-on, par les avis de Cuba annonçant une diminution de production dans la province de Matanzas.

Or,

5. (*a*) Translate into English :—

(1) Le taux actuel de l'escompte est de 4%.

(2) On a expédié les marchandises par petite vitesse aux consignataires.

(3) Ce navire a été construit exprès pour le cabotage.

(4) Les frais d'emballage et de magasinage seront á la charge du fabricant.

(*b*) Translate into French :—

(1) The tare must be deducted from the gross weight of the bales.
(2) Payments may be made by cheque or by post-office order.
(3) The shipowners can claim this amount from the underwriters.
(4) We have still to collect several outstanding debts before closing our books.

GERMAN.

LOWER GRADE.

Monday, 24th June.—2 to 4.30 P.M.

To secure full marks, the whole of this Paper should be answered, and the German script used, at least in the passage for composition, 3.

18. 1. Translate into English :—

(*a*) Bei der Mittagstafel wurden die beiden Fiſche auf einer goldenen Schüſſel dem König Gunther vorgeſetzt. Als er ſie beſchaut und davon gegeſſen hatte, war er ſehr verwundert und rief: „Fürwahr, noch nie habe ich ſolche Fiſche hier bei uns geſehen; ich glaube, ſie müſſen von weit her ſein: ſag' an, Küchenmeiſter, von wem du ſie bekommen haſt.“ Da erzählte der Koch, ein Fiſcher habe ſie ihm gebracht. Der König aber befahl, man ſolle dieſen Mann ſogleich holen. Der Fiſcher kam und erwiderte auf des Königs Frage: „Geſtern abend ſtand ich am Ufer des Rheines; da ſah ich einen Wanderer eilig herankommen. Es war ein ſchöner und ſtarker Ritter, mit Schild und Speer gerüſtet, als wäre er jeden Augenblick zum Kampfe bereit. Ihm folgte eine junge Magd von wunderbar ſchöner Geſtalt; die führte ein Roß am Zügel[1], von deſſen Rücken zwei Schreine[2] herabhingen. Wenn aber das Tier ſich ſchüttelte, dann klang es, als ob die Schreine mit Gold und Edelſteinen gefüllt wären. Von dieſem Wanderer habe ich die Fiſche als Lohn für die Ueberfahrt erhalten.“ Als Hagen, der mit an des Königs Tafel ſaß, dieſe Worte hörte, rief er aus: „Nun freuet euch, liebe Freunde; denn wiſſet, jener Wanderer kann kein anderer ſein als Walther von Aquitanien, der mit der ſchönen Königstochter Hildegund entflohen iſt.“

[1] Rein, bridle. [2] Chest.

12. (*b*) Am Sommertag.

Ich ging bei hellem Sonnenſchein
In die blühende Heide hinein.
Die Bienen flogen hin und her
Ueber dem roten Blütenmeer,
Mit Fleiß den Honig ſich zu ſuchen,
Mit dem man bäckt die braunen Kuchen
Im Winter um die Weihnachtszeit.
Das Wachs[1] auch machen ſie bereit
Zu den Kerzen[2], die freundlich glühn,
Wie Sterne, im dunkeln Tannengrün.
Und wie ich weiter ging, da fand
Ich auch ein Bäumchen, das da ſtand,
Eine Tanne war's—eine beſſ're kaum
Könnt' man ſich wählen zum Weihnachtsbaum.
So wird am Sommertag auf der Heide
Schon geſorgt für die Weihnachtsfreude;
Wer aber, der den Chriſtbaum ſchaut,
Denkt an Bienen und Heidekraut[3]?

[1] Wax. [2] Candle. [3] Heather.

15. 2. Write out from memory, a German version of the passage read out.

30. 3. Translate into German (using the familiar forms of the second personal pronoun "thou," "thee," thine"):—

My dear friend,—"What," you will say when you get this, "a letter from Edinburgh? who can write to me from there?" Yes, my dear Fred, we are all four in Scotland, my father, mother, and sister, and that wild little fellow, Charles Winter. A fortnight ago I never thought of such a thing as a sea-voyage, and now I have had one for two long days in splendid weather. I wish, though, it had been a wee bit stormy,—well, who knows what may happen when we return. A fine old town is Hamburg—so much to see, and only two days for all the wonderful things—ships, I don't know *how* large! And this is our fifth day in Edinburgh—the finest city in Europe, they tell (*say*, one tells) me, if not in the whole world. It is really a grand place—all hill and dale. You remember we once saw Schiller's Mary Stuart together at the theatre—well, here is her palace where her singing-master was murdered; and close by a wonderful hill, like a lion, named after an old king Arthur. But then the castle on a rock—simply magnificent I tell you. To-morrow we go to the Highlands, where soon more from your loving friend Charles.

10. 4. Give German adverbs, or adverbial expressions, for *any ten* of the following:—since then; especially; nevermore; nowhere; everywhere; in any case; for the most part; uphill; at first; at last; backwards; at most; on the whole; indeed; besides; meanwhile.

15. 5. Translate into German:—

(*a*) When my carriage stopped at the gate, my friend was looking out of the window.

(*b*) Why were you not at (*say*, in the) school yesterday? The teacher was asking for you.

(*c*) If you do this for me, I will take (*say*, make) a long walk with you this afternoon.

(*d*) You should speak a little louder; I cannot hear what you say.

(*e*) My eldest sister is in her sixteenth year; she was born on the 22nd June 1892.

GERMAN.

LOWER GRADE.

Monday, 24th June.—2.45 P.M.

This paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. *The substance of this story is to be reproduced by the candidates in German from memory. No notes may be made while it is being read.*

Before it is actually read, the Supervising Officer should explain that candidates are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. They should attempt to tell the story in German in their own way. Grammatical accuracy is considered very important, and special value is attached to anything that shows a knowledge of idiomatic German.

In a large city, an old beggar used to stand every day at the corner of a street. At a string, he held a wretched little dog which had a card tied to its neck with the words, "I am blind." A merchant, on the way to his business, passed by there every morning, and threw a penny into the beggar's hat. One day, however, being in haste, he rushed past, when the man called after him, "Pray, don't forget me, sir." The gentleman turned round at once, and said, "Hallo, my friend, I thought you were blind?" "Oh no, good sir," replied the sly old fellow, "not I, it is my poor dog that is blind."

GERMAN.

HIGHER GRADE.

Monday, 24th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used at least in the passage for translation into German, 3.

18. 1. Ins Engliſche zu überſetzen:—

(*a*) So ſollte denn Jolande ohne den Vater zurückkehren. Es fand ſich für ſie eine Gelegenheit, ein Stück Weges zu fahren, und der Wagen rollte in herrlicher Sommerfrühe die Bergſtraße entlang. Da holte er einen jungen Wanderer ein, der mit dem Ränzel[1] auf dem Rücken fröhlichen Mutes am Knotenſtock dahinſchritt. Er war gut gekleidet; die Mütze und das farbige Band verrieten den Studenten. Er rief den alten Fuhrmann an: „Hättet Ihr wohl etwas Raum für mich? Es ſoll mir auf einen Krug Wein mit Imbiß[2] nicht ankommen!“

Und halb verlegen, halb keck grüßte er das ſchlanke Mädchen mit großer Höflichkeit. Seine blauen, treuherzigen Augen und ſein friſches, fröhliches Geſicht gefielen ihr. Eben darum wollte ſie ſeine Geſellſchaft nicht, und ihre Augen baten den Fuhrmann, den Jüngling abzuweiſen. Aber der Alte hieß ihn aufſteigen und ſchweigend ging die Fahrt eine Weile. Als ſie jedoch um eine Felſenecke bogen, da ſtieß der Burſche einen hellen Jauchzer aus, denn vor ihnen lagen im vollen Glanze die Albulaberge und hoben die weißen Häupter in den blauen Himmel: „Alt frei Bündnerland — was geht darüber[3]!“

Da zog der Fuhrmann die Pfeife aus dem Munde, klopfte die Aſche aus und begann mit ihm zu plaudern. „Und was woll't Ihr denn drüben?“ fragte er. „Meine Mutter beſuchen—Frau Cilgia Gruber in Puſchlav,“ erwiderte der Jüngling, und helle Sohnesfreude klang aus ſeinen Worten. Jolande erglühte bei dieſem Namen. Sie ſah in Gedanken die herrliche Frau, die einſt am Tor von Santa Maria geſeſſen und ihr die Wange geſtreichelt hatte, und von der ſie damals in kindlicher Einfalt wünſchte, ſie möchte ihre Mutter ſein. Und das war ihr Sohn, das war der Knabe, mit dem ſie einſt in Pontreſina geſpielt hatte! Der ſtrenge Ernſt auf dem ſchmalen Mädchengeſicht verlor ſich.

[1] Knapsack. [2] A little meal, something to eat. [3] was giebt's ſchöneres!

12 (*b*)

Ich ſah 'nen alten Birnbaum heut' am Wege,
Ins Mark getroffen und zerſpellt vom Blitze,
Hinfort, ſo ſchien es, zu nichts anderm nütze,
Als daß man für den Ofen ihn zerſäge;

Doch nahm ein kund'ger Gärtner ihn in Pflege
Und ſchmiedete, verſchließend jede Ritze,
Ein Eiſenband herum zu ſichrer Stütze,
Daß wieder ſich der Saft im Innern rege.

Und ſieh, die Heilung glückte, Frühlingsluſt
Quoll neu hervor, und in des Herbſtes Licht
Seh' ich den Wipfel fruchtbehangen ragen.

Sei mir ein Vorbild, Alter! Um die Bruſt
Das eh'rne Band geſchmiedet ſtrenger Pflicht,
Soll auch, will's Gott, mein Stamm noch Früchte tragen.

15. 2. Erweitern Sie die folgende Skizze zu einer vollſtändigen kleinen Geſchichte:—

German poet Zachariä—sea-trip—calm sea—favourite dog overboard—appeal to captain—sorry, against rule—ship to stop only for men—"well, if so . . ." jumps after—both saved—general rejoicing.

30. 3. Ins Deutſche zu überſetzen:—

Near Peking a dead man was found one day, and two brothers were seized not far from the spot. But the corpse showing only one wound, only one of them could be the murderer, and each declared that he alone had

committed the crime. The matter was brought before the Emperor. "To pardon both," he said, "would be dangerous leniency, and to hang both would be cruel; let the mother come: she shall decide, for she knows her sons best." The poor woman appeared, and being told what was expected of her, she burst into tears, and said, "If I am to decide, let the elder boy live." Being asked to give her reasons, she said, "The elder is only my step-son, but I promised to my dying husband that I would always keep him as my own son. Is a mother's love now to make me break my word? But God alone knows what it costs me to sacrifice my own child!". Deeply moved, the Emperor pardoned both youths.

10. 4. Idiomatiſch zu überſetzen (mit einem der modalen Hilfsverben: wollen, ſollen, mögen, laſſen, dürfen):—

(*a*) He has *had* a house built for his son.

(*b*) You *ought* not to have left the house.

(*c*) I did not *care* to see him at my house.

(*d*) My sister has not *been allowed* to go to (auf) the ball.

(*e*) The man *says* he has not done it.

15. 5. Ins Deutſche zu überſetzen:—

(*a*) If I only knew to whom I am indebted for the pretty present sent me last week.
(*b*) I flatter myself to have done all that could be done in the matter.
(*c*) Do you not think that he was right in refusing the man's offer?
(*d*) It is scarcely necessary to say more about it than what has been said.
(*e*) I think she is a most charming singer,—don't you think so, too?

GERMAN.

HONOURS.—FIRST PAPER.

Monday, 24th June.—2 to 5 P.M.

The whole of this paper should be answered, and the German script used, at least in the passage for composition, 1.

45. 1. Ueberſetzen Sie ins Deutſche:—

Mr. Tulliver walked abruptly out of the arbour as he uttered the last sentence, and, without looking round at Mr. Moss, went on to the kitchen door, where the oldest boy was holding his horse, and his sister was waiting in a state of wondering alarm. "Won't you come in, brother?" she said, looking anxiously at her husband, who was walking slowly up while his brother-in-law had his foot already in the stirrup.

"No, no; good-bye," said he, turning his horse's head, and riding away.

No man could feel more resolute than he did till he got outside the yard-gate, and a little way along the deep-rutted lane; but before he reached the next turning, which would take him out of sight of the dilapidated farm-buildings, he appeared to be smitten by some sudden thought. He checked his horse, and made it stand still for two or three minutes, during which he turned his head from side to side in a melancholy way. Evidently, after his fit of promptitude, he was relapsing into the sense that this is a puzzling world. At last he turned his horse, and rode slowly back.

Mr. Tulliver's return into the yard was descried by several young Mosses, who immediately ran in with the exciting news to their mother, so that Mrs. Moss was again on the doorstep when her brother rode up. She had been crying, but was rocking the baby to sleep in her arms now, and made no ostentatious show of sorrow as her brother looked at her, but merely said, "The father's gone to the field again, if you want him, brother."

"No, Gritty, no," said Mr. Tulliver, in a gentle tone. "Don't you fret, that's all, I'll make a shift without the money a bit, only you must be as clever and contriving as you can." Mrs. Moss's tears came again at this unexpected kindness, and she could say nothing.

30. 2. Themas für einen deutſchen Aufſatz:—

(*a*) Am Kamin.

(*b*) Das Vaterhaus.

(*c*) Die Natur iſt das einzige Buch, das auf allen Blättern großen Inhalt bietet.

GERMAN.

HONOURS—SECOND PAPER

Thursday, 27th June.—2 to 5 P.M.

The whole of this Paper should be answered.

1. Ueberſetzen Sie ins Engliſche!—

15. (*a*) Während der letzten Nacht war in den Bergen ein Wolkenbruch niedergegangen, und eine wilde Flut wälzte ſich über dem Waſſerpfade dahin, den ſonſt der Bach zwiſchen Wieſen durchlief. Die älteſten Leute erinnerten ſich nicht ſolches Wogendrangs; der Bach war ohnedies hoch angeſchwollen ſeit dem Regen der letzten Wochen, jetzt brauſte und donnerte er durch das enge Tal zwiſchen dem Stein und der Berglehne und übergoß die Felder, wo ihm nicht ſteiles Land und Fels trotzten. Jäh und zornig ſchoß das Waſſer durch die Enge, es ſprudelte über den Felsblöcken und um die Köpfe der Weiden. Auf ſeiner Oberfläche trug es gemähtes Gras der Wieſen, abgeriſſene Baumäſte und Trümmer von Menſchenwohnungen. Die Leute vom Gute ſtanden an der Hecke des Obſtgartens und ſahen ſchweigend auf den Strom und die ſprechenden Zeugniſſe zerſtörten Lebens hinab. Die Kinder aber liefen geſchäftig am Rande entlang und zogen mit Stangen an ſich, was ſie erreichen konnten. Als von fern ein lebendes Tier herangeſchwommen kam, erhoben ſie lautes Geſchrei: es war ein Zicklein, das auf dem Bretterdach ſeines Stalles ſtand und kläglich ſchrie, als bäte es um Rettung. Da erfaßte Hans das Brett mit einem Brunnenhaken und zog es an ſich; das Tierchen ſprang ans Land und wurde von den Kindern in großem Zuge nach dem Hofe geführt und dort gefüttert.

15. (*b*) Als Selbſtherrſcher, ohne leitende Miniſter und Günſtlinge, verwaltete Friedrich den Staat ganz eigenmächtig und führte viele einen neuen Zuſtand begründende oder vorbereitende Reformen ein; wobei er indes mit großer Umſicht vorging und nichts übereilte. Von dem Grundſatz ausgehend, daß der König der erſte Diener des Staates ſei und daß die Wohlfahrt der Geſamtheit ſein erſtes und höchſtes Ziel ſein müſſe, hatte Friedrich überall das Glück des Volkes im Auge und widmete ſich, ſtets den Staatsangelegenheiten mit größter Pflichttreue und der angeſtrengteſten Tätigkeit. Seine Hauptſorge war auf die materielle Verbeſſerung des Landes und ſeiner Untertanen gerichtet. Die Wunden, die der ſiebenjährige Krieg geſchlagen, ſuchte er nach Kräften zu heilen, indem er die herabgekommenen Gutsbeſitzer und Fabrikanten mit beträchtlichen Geldſummen unterſtützte, ihnen auf mehrere Jahre die Steuern erließ und das Los der Bauern erleichterte. Durch Genauigkeit im Staatshaushalt, durch Verminderung der Beſoldung der höheren Beamten, ſowie durch Einfachheit der Hofhaltung wurden große Summen erſpart, während es ihm anderſeits durch Hebung der Landwirtſchaft und Gewerbtätigkeit möglich ward, die Abgaben zu erhöhen, ohne doch die Untertanen zu drücken.

15. (*c*) Als ſie den Greis wahrnahm, wie er ruht' in atmendem Schlummer,
Stand das Mütterchen auf vom binſenbeflochtenen Spinnſtuhl,
Langſam, trippelte dann auf knirſchendem Sande zur Wanduhr
Leiſ' und knüpfte die Schnur des Schlaggewichts an den Nagel,

Daß ihm den Schlaf nicht ſtörte das klingende Glas und der Kuckuk.
Jetzo ſah ſie hinaus, wie die ſtöbernden Flocken am Fenſter
Rieſelten, und wie der Oſt dort wirbelte, dort in den Eſchen
Rauſcht' und die Spuren verwehte der hüpfenden Krähen am Scheuntor.
Lange mit ernſtem Geſicht, ihr Haupt und die Hände bewegend,
Stand ſie vertieft in Gedanken und flüſterte halb, was ſie dachte:
„Lieber Gott, wie es ſtürmt, und der Schnee in den Gründen ſich aufhäuft!
Armer, wer jetzt auf Reiſen hindurch muß, ferne der Einkehr!
Auch wer, Weib zu ernähren und Kind, auswandert nach Reisholz,
Hungrig oft und zerlumpt! Kein Menſch wohl jagte bei ſolchem
Wetter den Hund aus der Türe, wer ſeines Viehs ſich erbarmet."

5 2. Von fünf der folgenden Subſtantive bilden Sie je drei Adjektive mit ihren Bedeutungen:—Ernſt, Seite, Ehre, Heim, Geiſt, Wunder, Hof.

10. 3. Mit fünf der folgenden Partizipien bilden Sie je einen Satz (mit Bedeutung) zur Veranſchaulichung ihres bildlichen oder metaphoriſchen Gebrauches und ihrer Konſtruktion:—erpicht, verſeſſen, aufgelegt, vernarrt, aufgebracht, verſchollen, beſtürzt.

15. 4. Ins Deutſche zu überſetzen.

(a) She could quite well have completed her task even without her teacher having shown her how to do it.

(b) All honest men have a genuine dislike to accepting anything that might savour in the least of bribery.

(c) There is all the difference in the world between a reproof conveyed in good natured raillery and one of biting sarcasm.

(d) Although the clerk has undoubtedly acted against the rules of the office, his superiors seem disposed to take a lenient view of the matter.

(e) I feel sure all will yet come right in the end; do not, therefore, take the thing to heart too much.

COMMERCIAL GERMAN.

Wednesday, 26th June.—4 to 5.30 P.M.

The whole of this Paper should be answered.

25. 1. Translate into English:—

Herren Gebr. Behrens,
Lübeck.

Leeds, den 3. Januar 1906.

Wir haben das Vergnügen Ihnen hiermit Abſchrift unſeres bis 31. Dezember a. p. abgeſchloſſenen Kontokorrents zu überſenden. Sie werden bei Durchſicht deſſelben finden, daß Ihnen ein Saldo von

£114 5 0

gut kommt, zu deſſen Ausgleichung wir eine Tratte, auf Schmidt & Co. dort, beiſchließen.

Als Beweis unſerer Zufriedenheit mit Ihren freundlichen und erfolgreichen Dienſten während des vergangenen Jahres werden wir bei Eröffnung der Schiffahrt Gelegenheit nehmen, Ihnen einige Kiſten der neueſten Stoffe zu konſignieren, die, wie wir glauben, dem Frühjahrsbedarf entſprechen und ſich auf Ihrem Platze ſchnell verkaufen werden. Wir empfehlen uns Ihnen, mit freundſchaftlicher Hochachtung,

Ergebenſt,
Smith & Roberts.

35. 2. Answer in German the foregoing letter, acknowledging receipt of the enclosed documents. As regards the former of these, say that it has been examined and found correct; also that the draft on Schmidt & Co. remitted by your friends has been duly honoured, and the amount passed to

the credit of their account from date. Add that you are pleased with the prospect of receiving further consignments from them, which you have no doubt will prove satisfactory, and conclude with best wishes for a prosperous New Year.

16. 3. Mention briefly in German the principal articles of export to Great Britain from the following places :—

New Orleans, Trinidad, Pernambuco, Montevideo.

24. *Either*—

4. Translate the following Market Report :—

Baumwolle. Die Umſätze am Liverpooler Terminmarkt waren nicht umfangreicher Natur und die Preiſe bewegten ſich zunächſt, im Einklang mit amerikaniſchen Meldungen, rückwärts. Die Nachfrage nach ſpäteren Lieferungsfriſten iſt, namentlich für kontinentale Rechnung, beſonders gut und mangels Angebots erfuhren ſie eine nicht unbeträchtliche Beſſerung, während die näheren Termine ihre anfänglichen Kursverluſte mehr als einholten. Das Platzgeſchäft in amerikaniſchem Rohprodukt bleibt weiter lebhaft. Braſilianer wurden gut umgeſetzt und ſchließen auf ihrem vorwöchigen Kurs. In Peruanern lag etwas mehr Material vor und die Umſätze waren ziemlich gut bei unveränderten Preiſen. Egyptiſches Produkt war in guter Nachfrage und ſchließt durchgehends $\frac{1}{4}$d. höher. Oſtindier mußten bei mäſſigen Umſätzen $\frac{1}{16}$d. weichen.

Seide. Vom New-Yorker Rohſeidenmarkt wird lebhafter Verkehr gemeldet. Die Preiſe haben ſich befeſtigt. Es fanden gute Abſchlüſſe ſtatt.

Or—

5. (*a*) Translate into English :—

(1) Der Wirkungskreis des Agenten wird auf den hieſigen Platz beſchränkt.

(2) Die Waren wurden unter Steuerverſchluß verkauft.

(3) Unſere Bedingungen ſind folgende:—

(*a*) Für Zahlungen und Inkaſſi auf hieſigem Platz $\frac{1}{8}$ % ; für auswärts zahlbare oder einzuziehende Effekten $\frac{1}{2}$ % Proviſion.

(*b*) Gegenſeitige Zinsrechnung zu 5 % pro anno.

(*c*) Wir traſſieren für unſere Vorſchüſſe in Zweimonatswechſeln, vom Zahlungstage an gerechnet.

(*d*) Briefporto und Courtagen gehen Ihnen zu Laſt.

(*b*) Translate into German :—

(1) The steamer has not yet been cleared at the Custom house.
(2) This firm has failed for a considerable amount.
(3) Please address Captain Miller's letters to the care of the shipbrokers.
(4) This item should be passed to sundries account.

GAELIC.

Thursday, 27th June.—2 to 5 P.M.

[N.B.—*Candidates who took Gaelic in* 1906, *and who now desire to get additional marks* (within the maximum of 80) *for the King's Scholarship Examination of* 1907, *should omit questions* 1 *and* 2 *in this paper, and should take instead questions* 8 *and* 9.]

22. 1.—Translate into English :—

Bidh mi a nis, mata, a' fàgail mo bheannachd agaibh, agus tha mi 'nur comain air son na thug sibh dhomh d'ur seanachas. Agus ged bha mise labhairt mar rinn mi, cha ruig sibh a leas 'ur barail a bhi na's mios' orm.

Tha fhios aig a h-uile duine d'an aithne mi gu'm bi moran de chainnt fhaoin a' ruith air mo theangaidh. Cha'n 'eil fios agam co-dhiù rugadh an fhàilinn so leam no dh' òl mi i le bainne cìoch mo mhàthar, ach is eagal leam nach dealaich i rium gus an teid mi fo'n talamh. Is duilich an car a theid 's an t-seana mhaide thoirt as. Ach ged tha sin a muigh, tha dòchas agam nach 'eil e stigh; ged tha gòraiche 's an teangaidh, tha mi an dòchas nach 'eil moran lochd 's a' chridhe. 'S e Eachann Gorm a their iad rium, agus nach i a' Bheurla air sin *True Blue?* Agus a dh' aindeoin na thuirt mi a nochd, is luaithe gu mòr a dhùraichdinn fasgadh mo thighe agus blàths mo theine do choigrich bhochda ann an cruaidh-chàs, na shìninn làmh eucorach gu ni sam bith a bhuineadh dhaibh a ghlacadh le foill no le fòirneart.

18. 2. Translate into English *one* of the following :—

(*a*) Is toigh leam a' Ghàidhealtachd, is toigh leam gach gleann,
Gach eas agus coire an dùthaich nam beann ;
Is toigh leam na gillean 'n an éideadh glan, ùr,
Is boineid Ghlinn-garaidh mu'n camagan dlùth.

Is toigh leam a' Ghàidhlig, a bàrdachd 's a ceòl,
'S tric thog i a nìos sinn 'nuair bhiomaid fo leòn ;
'S i dh'ionnsuich sinn tràth ann an làithean ar n-òig',
'S nach fàg sinn gu bràth gus an luidh sinn fo'n fhòid.

(*b*) Tha gach beinn, gach cnoc, 's gach sliabh,
Air am faca sinn thu triall,
Nis air call an dreach 's am fiamh,
O nach tig thu chaoidh nan cian.

Bha 'n t-àl òg nach fac' thu riamh,
'G altrum gràidh dhuit agus miadh ;
Ach thuit an cridhe nis 'n an cliabh,
O'n a chaidil thu gu sìor.

20. 3. Reproduce, in *Gaelic*, the story read out.

20. 4. Translate into Gaelic :—

The Highlanders returned, weary and disheartened, to their former position about seven o'clock in the morning, when some of them immediately lay down to sleep and others went away in search of something to eat. So scarce was food at this time that the Prince himself, on retiring to Culloden House, could obtain no better refreshment than a little bread and whisky. He felt the utmost anxiety regarding his men, whose strength was being rapidly reduced by hunger and cold; and he therefore gave orders, before seeking repose, that the whole country should be thoroughly searched for provisions. His orders were not without effect. A large quantity of barley was found and at once ground into meal, but the poor famished soldiers never had a chance of tasting the bread, for the hour of battle came before it could be baked.

8. 5. Combine the following Prepositions with the Personal Pronouns, Singular and Plural :—*air*, *do*, *de*, *ri*.

6. 6. Translate *any three* of the following sentences into idiomatic Gaelic :—

What do you wish me to do? I care not whether he goes or stays. My brother wrote to me last week. The sooner he comes the better. I shall call in passing.

6. 7. Express, in English, the meaning of *any three* of the following sentences (mere translation of the words will not suffice) :—Is fhada ghabh e bhuam. Cha b'fhiach leis sin a dheanamh. Tha beul an anmoich ann. Ruigidh each mall muileann. 'S e farmad a ni treabhadh.

[*To be substituted for Questions* 1 *and* 2 *by those Candidates only who took Gaelic in* 1906, *and who now wish to obtain additional marks for the King's Scholarship Examination of* 1907. *See note* N.B. *at the head of this paper.*]

22. 8. Translate into English :—

Na smaointich gur Cùilteach[1] bochd, gearanach, mise. Bha mi am latha fhéin cho déidheil air cridhealas ri aon Ghàidheal ad dhùthaich. Bha mi meamnach, sunndach, àrd-thogarrach. Cha do chuireadh riamh sprochd no dubhachas as mo leth. Ach tha mi nis a' fàs sean. Tho mo chiabhan air glasadh, agus ged nach faodar a ràdh gur seann duine mi, cha'n ann a' dìreadh na beinne tha mi. Tha beachd ùr agam 'ga fhaotainn gach latha air an t-saoghal chaochlaideach so. Tha cridhealas m'òige fuaighte am chuimhne ri companaich m'òige, agus iadsan cha'n 'eil ann. Is iomadh tìr anns a bheil iad 'n an luidhe, agus is fad' o chéile gach uaigh anns a bheil iad air an càramh. Tha mo dhùthaich air faotainn, ach cha'n 'eil mo dhaoine. Iarram iad, ach 's e am fòid gorm a chomharraicheas a mach iad. Dh' fhalbh iadsan, agus falbhaidh sinne ann an latha no dhà. Cha'n àm gu cridhealas, agus an saoghal a' sleamhnachadh as ; cha'n fhearas chuideachd a bhi seasamh air stairsnich a' bhàis.

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[1] Culdee.

18. 9. Translate into English *one* of the two following quatrains :—

(*a*) Tha Cabar-féidh[1] an dlùths do réir dhuit,
Nach biodh éisleineach 's an strì,
Fir nach obadh leis 'g an tògail,
Dol a chogadh 'n aghaidh Rìgh ;
Bu cholgail, faiceant', an stoirm teachdaidh,
Armach, breacanach, air thì
Dol 's an iomairt, gun bhonn giorraig,
'S iad nach tilleadh chaoidh fo chìs.

(*b*) Cia mar a dheanadh e òran,
Gun eòlas, gun tuigse nàduir ?
O nach deanadh e air dòigh e,
'S ann bu chòir dha fuireach sàmhach :
Bruidhinn ghlugach 's cuid di mabach,
Moran stadaich ann am pàirt di ;
Na ni e phlabartaich chòmhraidh,
Cha bheò na thuigeas a Ghàidhlig.

GAELIC

Thursday, 27th June—2.45 P.M.

This paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or the Teacher) at 2.45 P.M. *The substance of this story is to be reproduced by the Candidates in Gaelic from memory. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer should warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in Gaelic, in their own diction and idiom.

THE SHEPHERD'S DOG.

A really good collie is worth a great deal to his master ; in fact, the dog is the true shepherd. for he does most of the man's work for him. A North Country shepherd once bought some sheep in Edinburgh, and on the way home lost two of them. This was not only a misfortune and a reproach to him, but a slur upon his dog.

Several days after, the shepherd, whose name was John, learned that a farmer who lived near the highway had found two sheep. He set off at once with the dog to see if they were his. The farmer asked him how they were marked.

As John had bought sheep from many sellers, he could not inform the farmer ; who said,—

" Very well ; then it is only right that I should keep the sheep."

" It's a fact," replied John, " that I cannot tell the sheep ; but if my dog can, will you let me have them ? "

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[1] The Chief of the Mackenzies.

The farmer, though hard, was honest, and having little fear of the trial, had all the sheep upon his farm turned into a large park. John's dog also was turned into the park, and it immediately singled out first one and then the other of the strays.

That afternoon John was offered forty pounds for his collie, but he refused it, saying, "He is a good dog, and he's worth more than that to me. He's a far better shepherd than I am."

SPANISH.

Thursday, 27th June—2 to 5 p.m.

The whole of this paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

15. 1. (*a*) Translate into English :—

Hay una ciudad en España, la segunda en importancia después de la capital, la primera sin disputa en el camino de los adelantos, para la cual no tienen sino elogios cuantos la han visitado, siquiera una vez, cuya belleza, progreso material y refinada cultura proclaman unánimes nacionales y extranjeros y que, sin embargo, no tiene la inmensa celebridad que merece por todas estas circunstancias. Esta ciudad á que me refiero es Barcelona.

Difícilmente se encontrará en España un pueblo donde la afición ó, por mejor decir, el hábito del trabajo esté más arraigado que en el pueblo catalán ; apenas se encontrará entre todas nuestras capitales una más activa, más industriosa, que Barcelona ; el amor al trabajo es allí sinónimo de amor á la vida ; y como sólo en él cifran su bienestar presente y su risueño porvenir, todo catalán, á medida que más ambiciona los goces y los placeres de la vida, más redobla su pasión por el trabajo, que no es otra cosa, á mis ojos, que su anhelo de llegar pronto á una posición holgada y feliz, por el camino de lo lícito y de lo honroso.

Los barceloneses creen, y creen bien, que la vida debe compartirse entre el trabajo útil y el placer honesto ; que nada es más natural y conveniente que trabajar la semana entera para gastar, el domingo, la cuarta parte del producto de su trabajo, proporcionando descanso al cuerpo y solaz al alma.

15. (*b*) La comida se trajo aquel día de la fonda más cercana, y los niños, que habían pasado todo el día en la casa de Caballero, vinieron por la noche. En los sucesivos el gozo, el orgullo, la hinchazón de los Ramírez por las ventajas de su nuevo domicilio se manifestaban en el acto de enseñarlo á los amigos que les visitaban. Don Francisco y su señora acompañaban las visitas por toda la casa, mostrando pieza por pieza, sin omitir ninguna, y encareciendo la holgura y la capacidad de cada una.

"Es la mejor casa de Madrid—decía con la nariz ahuecada, Rosalía, guiando por aquellos laberintos á la señora García, su amiga. Yo digo que si la hubiéramos fabricado nosotras, no habríamos repartido mejor todas las piezas."

Vea Vd. la alcoba, Cándida . . . ! qué hermosa pieza y qué abrigada ! No entra aquí el aire por ninguna parte.

— Mire Vd. . . . rara vez se ve un estucado más bien puesto.

— En este otro cuartito es donde me lavo. Es pequeñito pero sobra espacio.

— Ya lo creo que sobra. Note Vd. estos pasillos. Si esto parece la Plaza de Toros. . . . Lo menos tienen vara y media de ancho. Ahora vea Vd. qué comedor, qué desahogo. Cabe perfectamente la mesa de ocho personas. En la otra casa estábamos tan estrechos que, cuando la criada pasaba con los platos, Ramírez tenía que levantarse.

25. 2. Translate into Spanish :—

From Malaga to Granada there are two roads, and several ways of accomplishing the journey, but, after every enquiry, we found the easiest and best was to hire a carriage to take us to Loja, which we could reach

by starting at 8 a.m. as soon as the diligence which left at six, if we had sufficient relays of mules.

This therefore we did, and leaving all our heavy baggage at the Alameda Hotel, in Malaga, we started with sufficient for a fortnight, in a kind of omnibus with eight mules, changed three times en route, and arrived at Loja at 9.30 p.m. We paid 9*l*. for the carriage.

The scenery the whole way is magnificent. The view of the *vega*, or plain, of Malaga, as it burst upon us every now and then was beautiful; it was nearly two hours before we quite lost sight of Malaga.

15. 3. Write a Spanish version of the passage read out.

PART II.

8. 4. State the general rules concerning the position of adjectives in Spanish, giving some examples. Mention some adjectives which drop the final *o* when preceding a noun masculine singular.

8. 5. Give the meaning and explain the use of the following words :—*por* and *para* ; *ahí* and *allí* ; *ante*, *antes*, and *adelante* ; *demás* and *además*.

14. 6. (*a*) Translate into English the following sentences, commenting on the grammatical construction of the words in italics :—

El ruiseñor canta *lo más clara y hermosamente* del mundo.
Vd., *segun parece*, es partidario del Gobierno.
El asunto que Vds. me han fiado *se lo he arreglado* como he podido.
Cuando *llegamos* à la fonda empezamos á comer—cuando *lleguemos* á la fonda, empezaremos á comer.

(*b*) Translate into Spanish :—

What is the day of the month ?
One is always being asked for money in this place.
There is no doubt that he will some day become a great man.
It is more than three weeks since I saw him

SPANISH.

Thursday, 27th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. *The substance of this story is to be reproduced by the Candidates in Spanish from memory. No notes may be made while it is being read.*

One wet day a German arrived at an inn and, going into the parlour, took off his overcoat and placed it at the fire ; then he went to the window to look out. An old Dutchman who was sitting in the room smoking a pipe, turning to the German, said, "What is your name, Sir ?" The German, offended at the familiarity of the Dutchman, at first gave no answer. After a short time the Dutchman repeated his question. This time the German, in a sharp tone told him his name. "Well, Mr. So and So," said the Dutchman, "your coat is burning." "What," exclaimed the German, "if you saw it burning, why did you not tell me sooner ?" "In my country," answered the Dutchman, "it is not considered good manners to speak to people without knowing their names."

MATHEMATICS.

LOWER GRADE—I.

Wednesday, 19th June.—11 A.M. to 1 P.M.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. *All* the diagrams should be accurately drawn, and, where geometrical constructions are employed,

10. the construction lines should be shown. Proofs of geometrical constructions need not be given unless specially asked. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. A and B are two places on the same side of CD, the straight bank of a river; AC and BD, the perpendicular distances of A and B from the bank, are 16 and 5½ miles, and CD is 10 miles.

(a) Find the distance from A to B by means of an accurate drawing to scale.

(b) Show that the distance may also be obtained by calculation from a rough drawing, and find it in this way.

15. 2. Draw an equilateral triangle ABC. Find a point D at the same distance from A and C that B is; and also a point E at the same distance from A and B that C is.

Prove that D, A, E are in the same straight line.

15. 3. Prove that equal triangles on the same side of the same base are between the same parallels.

If two sides of a triangle are bisected, prove that the straight line which joins the points of bisection is parallel to the base and equal to half of it.

15. 4. The radius of a certain circle contains r units of length; a straight line cuts the circle, forming a chord which contains c units of length; the perpendicular drawn to the line from the centre of the circle contains p units of length. Prove the relation

$$c = 2\sqrt{r^2 - p^2}.$$

From this relation show that if the distance of the line from the centre of the circle is made greater, the length of the chord will be made less.

When the distance of the line from the centre is equal to the radius, what becomes of the chord, and what is the line then called?

Answer TWO *questions only of the following five. If more than two questions are attempted, all the answers except* TWO *must be struck out. If this rule is neglected, a deduction will be made from the marks awarded.*

15. 5. A horse, grazing in a field, is attached by a rope, 4 yards long, to a straight bar, 8 yards long, the rope being fastened to a ring that can slide from end to end of the bar. Draw, to the scale of half an inch to the yard, a figure representing the part of the field over which the horse can graze.

Show that your figure represents an area equal to a circle of 8 yards diameter, together with a square of side 8 yards.

Find this area in square yards, assuming that the area of a circle is 3⅐ times the square on its radius.

15. 6. Draw a square $ABCD$. Draw any two straight lines through A, passing outside the square. Draw perpendiculars to these lines from B, C, D, and measure their lengths.

What relation appears to exist in both cases between the length of the perpendicular from C and the sum of the lengths of the two other perpendiculars?

Prove that this relation is always true.

15. 7. If the square on one side of a triangle is equal to the sum of the squares on the other two sides, prove that the triangle is right-angled.

Taking the case of a triangle whose sides are 3, 4 and 5 units in length, apply this theorem to ascertain whether the top right-hand corner of the sheet on which you write your answer is accurately a right angle, stating clearly what measurements you make, and what conclusion you draw.

15. 8. ABC is a triangle, and D is the mid-point of BC; G is a point in AD such that AG is two-thirds of AD. Prove that the triangles BGC, CGA, AGB are equal in area.

Prove that if BG is produced to meet AC in E, the triangles ABE, CBE are equal in area.

15. 9. From a point A two straight lines are drawn to a circle, whose centre is C. The first cuts it at P and Q, the second touches it at T. If $AP = \frac{3}{4}$ inch, $AQ = 3$ inches, and $AC = 2\frac{1}{2}$ inches, calculate the lengths of AT and CT, illustrating your answer by an accurate diagram.

State, without proof, the geometrical propositions on which your results depend.

MATHEMATICS.

Lower Grade—II.

Wednesday, 19th June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style.

Before attempting to answer any question candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper is provided for the graphical work.

12. 1. (1) If

$$a = 4, b = 3, c = 2,$$

find the numerical value of

$$\frac{a\{bc - (b - c)(c - a)\}}{(a - 2b)(b - 2c)}$$

(2) Simplify

$$\frac{(2x - 1)(4x^2 + 2x + 1) - 4(x + 2)(3x + 2) + 5}{(x + 1)(x - 3)}.$$

15. 2. Show that $x - 1$ is a common factor of $x^3 - 3x + 2$, and $x^3 + 3x^2 - 4$.

Resolve each of these expressions into three factors, and find another common factor.

15. 3. Solve the equations :—

(1) $\frac{1 - 2x}{5} = \frac{3x + 1}{4} - \frac{5x - 1}{3}$;

(2) $\frac{x - a}{b} = \frac{x + b}{a} - 2$;

(3) $6x^2 - 5x - 6 = 0$.

18. 4. Draw on squared paper the lines represented by the following equations, taking an inch as unit, and plotting four points on each line :—

$$x + 2y = 4,$$
$$x - 2y = 1.$$

Find the common point from your figure, and verify your result by solving the simultaneous equations.

Answer TWO *questions only of the following five. If more than two questions are attempted, all the answers except two must be struck out. If this rule is neglected, a deduction will be made from the marks awarded.*

15. 5. Find the coefficient of x^3 in the product of the factors $x^3 - x^2 + 2x + 1$ and $x^2 - 3x - 4$.

Resolve into elementary factors

(*a*) $4 - x(5 - x)$,

(*b*) $3(x - 1)(x - 2) - 2(x^2 - 1)$.

15. 6. If p ounces of salt are placed into a vessel along with q ounces of water so as to form brine, and r ounces of the brine are further diluted with s ounces of water; find how much salt is contained in one ounce of the diluted brine.

15. 7. A straight line AB is bisected at C, and divided unequally at D; if $AD = x$, $DB = y$, express CD in terms of x and y.

Hence find x and y when $AB = 10$ inches, and the rectangle contained by AD and DB is 8 times the square on CD.

15. 8. A and B work together for 3 days, B doing as much work in 4 hours as A does in 3. After this, B, working alone, finishes the work in 1 day How long would A have taken to do the whole work by himself?

15. 9. P and Q are two quantities, whose magnitudes vary but are always connected by a certain equation. The following table gives four corresponding values of P and Q:—

P	·8	2	3·8	6
Q	2·4	3	3·9	5

(1) Plot 4 points on squared paper showing the 4 pairs of values of P and Q, taking 1 inch as unit.

(2) Assuming that these 4 points lie on a straight line, find the value of P when $Q = 4·4$?

(3) If P has any value x, and y is the corresponding value of Q, express y in terms of x.

MATHEMATICS.

LOWER GRADE—III.

Thursday, 20th June.—2 P.M. to 3 P.M.

6. Marks are given for neatness, arrangement, and style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

9. 1. Find the simple interest on £417 10*s.* for 7 years and 4 months at $4\frac{1}{4}$ per cent. per annum.

9. 2. (1) Write out a list of the numbers between 100 and 120 which are prime numbers.

(2) Find the greatest common factor of 1155, 2145, 3003.

9. 3. Express

(1) $1\frac{4}{7} + 2\frac{1}{6} - 3\frac{3}{8}$ as a single vulgar fraction, and

(2) $\dfrac{7·565 + 4·165}{7·565 - 4·165}$ as a single decimal.

9. 4. A man left one-third of his property to his wife, one-fourth to his son, one-fifth to his daughter, and £386 15*s.* remained for other purposes. Find the amount of the property.

9. 5. (1) An acre contains 10 square chains, and a chain is 22 yards in length; find the number of square yards in an acre.

(2) The chain is divided into 100 equal links. If a field measures 15 chains 25 links in length and 13 chains 46 links in breadth, find its area in square chains.

(3) Write down the number of acres in the field correct to the nearest acre.

9. 6. (1) The length of a cistern is 5·4 metres, its breadth 4·7 metres, and its depth 3·8 metres, find the number of cubic metres of water it will contain.

(2) If a cubic centimetre of water weighs a gram, find in kilograms the weight of the water contained by the cistern.

MATHEMATICS.

HIGHER GRADE—I.

Wednesday, 19th June.—11 A.M. to 1 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. *All* the figures should be accurately drawn, and, where geometrical constructions are employed, the construction lines should be shown. Proofs of geometrical constructions need not be given unless specially asked. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. Find a point equally distant from three given points which are not in the same straight line. State and prove your construction.

Draw two straight lines which intersect, and take two points in the same plane but not in the straight lines. Find all the points which are equidistant from the two points, and are also equidistant from the two straight lines, stating your construction without proof.

15. 2. If a straight line AB be divided equally in C and unequally in D, state, and prove by means of a figure, the connection which exists between the squares on AD, DB, AC, CD.

If AC contain x units of length, and CD contain y units, state the algebraic identity corresponding to the geometrical theorem.

15. 3. Prove that the sum of two opposite angles of a quadrilateral inscribed in a circle is equal to two right angles.

Four points, A, B, C, D, are taken in order on the circumference of a circle so that the sum of the arcs AB, CD is equal to half the circumference. Prove that, if tangents are drawn at A, B, C, D, the quadrilateral thus formed is one that can be inscribed in a circle.

15 4. Assuming that the areas of similar triangles are in the ratio of the areas of the squares on their corresponding sides, prove that the same heorem is true for the areas of similar polygons.

The county of Perth occupies an area of 12·8 square inches in a map in which the distance between Perth and Dunkeld is represented by 3·75 inches. Find the area occupied by the same county in another map, in which the distance between these towns is 5·25 inches.

Answer TWO *of the following five. If more than two questions are attempted, all the answers except* TWO *must be struck out. If this rule is neglected, a deduction will be made from the marks awarded.*

15. 5. The distance from Edinburgh to either Aberdeen or Oban is 96 miles; the distance from Inverness to either Aberdeen or Oban is 84 miles; the distance from Edinburgh to Inverness is 156 miles. Find the distance from Aberdeen to Oban, by a diagram drawn on the scale of 24 miles to the inch.

Write down the expression for the area of a triangle in terms of its sides, and apply it to find the area in square inches of the quadrilateral figure formed by joining the points representing the four towns.

Examine whether this result agrees with your measurement of the distance from Aberdeen to Oban.

15. 6. $ABCD$ is a parallelogram; E, F are the mid-points of BC, CD. Find, by measurement, the ratio in which the straight line BD is divided by the straight lines AE, AF in your figure.

Prove geometrically that your conclusion is true.

15. 7. AB, CD are two chords in a circle; P, Q are the mid-points of the *arcs* AB, CD. Prove that the chord PQ makes equal angles with the chords AB, CD.

15. 8. ABC is a triangle in which $AB = AC$; D, E are points in AC and AC produced, such that the $\angle\ DBC = \angle\ CBE$. Prove that AC is a mean proportional between AD, AE.

15. 9. *ABCD* is one square face of a cube, each edge of which is two inches in length; *E* is the corner diametrically opposite *A*; and *F* is the mid-point of *CE*. Draw on your paper a triangle equal to the triangle *ABF*.

Find by calculation the lengths of *AF*, *BF*, correct to two decimal places.

Find the tangent of the angle between the planes *ABF*, *ABC*.

MATHEMATICS.

HIGHER GRADE.—II.

Wednesday, 19th June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the remaining five questions. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

9. 1. Verify that as far as 5 decimal places

$$\frac{1}{5} + \frac{1}{3 \times 5^3} + \frac{1}{5 \times 5^5} + \cdots$$

is equal to the sum of

$$\frac{1}{9} + \frac{1}{3 \times 9^3} + \frac{1}{5 \times 9^5} + \cdots$$

and

$$\frac{1}{11} + \frac{1}{3 \times 11^3} + \frac{1}{5 \times 11^5} + \cdots$$

17. 2. Find the complete solution of the simultaneous equations,

$$x + y = 11, \quad xy = 30.$$

Verify your solution graphically.

18. 3. If m and n are positive integers prove that

$$(x^m)^n = x^{mn}.$$

Hence, show that if a similar relation is to hold good when m is a fraction say $\frac{3}{5}$, we must interpret $x^{\frac{3}{5}}$ as $\sqrt[5]{x^3}$.

Prove that

$$\sqrt[5]{x^3} = \sqrt[10]{x^6}.$$

16. 4. Find an expression for the sum of n quantities in geometric progression of which the first term is a and the common ratio r.

Find the sum of 5 quantities in geometric progression of which the first is 4 and the last $\frac{1}{4}$.

Answer TWO *of the following five. If more than two questions are attempted, all the answers except* TWO *must be struck out. If this rule is neglected, a deduction will be made from the marks awarded.*

15. 5. The hypotenuse of a right-angled triangle is 2·89 inches and the perpendicular drawn to it from the right angle is 1·2 inches; find the sides.

15. 6. Draw in one figure the graphs of—

$$(1)\ y = x^2 - \tfrac{3}{2}x - 3,$$
$$(2)\ y = \tfrac{5}{2}x - 7,$$
$$(3)\ y = -\tfrac{2}{5}x - \tfrac{6}{5},$$

from $x = -2$ to $x = 3$, taking one inch as unit.

Find from your figure the points in which the graphs intersect.

15. 7. If

$$\sqrt{x} + \sqrt{y} + \sqrt{z} = 0,$$

prove that

$$(1)\ x^2 + y^2 + z^2 = 2\,(yz + zx + xy),$$
$$(2)\ x + y + z = 2\sqrt{yz + zx + xy}.$$

15. 8. A train completed a journey of 273 miles in a certain time. If its average speed had been one mile per hour quicker, it would have saved 10 minutes over the whole journey. Show that its average speed was a little under 40 miles per hour.

15. 9. Define the logarithm of a given number to a given base, and show from your definition that the logarithm of 1000 to the base 8 is between 3 and 4.

A metre is 39·37 inches, a litre is a cubic decimetre. Use logarithms to find, as nearly as your tables permit, the number of cubic inches in a litre.

MATHEMATICS.

HIGHER GRADE.—III.

Thursday, 20th June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style. All the figures should be accurately drawn.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

15. 1. Give a definition of the cosine of an angle suitable to angles of any magnitude.

If $\tan A = 2 \sin A$, find all possible values of A less than 360°.

15. 2. If θ is acute, prove that $\cos \theta = \sin (90^\circ - \theta)$.

Use the table of sines to make a table of the values of $\cos \theta$ correct to two decimal places when $\theta = 10^\circ, 20^\circ, 30^\circ, \ldots 90^\circ$.

Hence draw the graph of $\cos \theta$, from $\theta = 0^\circ$ to $\theta = 90^\circ$, taking a horizontal inch to represent 10° and two vertical inches to represent unity.

15. 3. Standing at a horizontal distance of 240 feet from the base of a monument, a man observes the elevation of the top of the monument to be 36°. Assuming that the man's eye is 5 feet from the ground, calculate the height of the monument to the nearest foot, and verify by a diagram drawn accurately to scale.

15. 4. Assuming that

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

deduce an expression for $\sin \frac{1}{2}A$ in terms of a, b, c and s; where $2s = a + b + c$.

If $a = 7$, $b = 8$, $c = 13$, find the size of the largest angle of the triangle.

Answer TWO *questions out of the following five. If more than two questions are attempted, all the answers except* TWO *must be struck out. If this rule is neglected a deduction will be made from the marks awarded.*

15. 5. Construct an angle of 30°, giving a geometrical proof of the correctness of your construction.

Calculate the values of sin 30°, cos 30° and tan 30°, correct to five decimal places, giving your working in full detail.

State how far your results agree with those of the four place tables.

15. 6. Assuming the formulæ for $\cos (A + B)$ and $\cos (A - B)$, prove that

$$\cos x + \cos y = 2 \cos \frac{x + y}{2} \cos \frac{x - y}{2}.$$

Use this formula to find a value of A, which satisfies the equation,

$$\cos (A + 30^\circ) + \cos (A - 30^\circ) = \tfrac{3}{2}.$$

15. 7. B and C are two places such that the distance between them cannot be measured directly. The distances of B and C from a third place A are 11 and 21 miles respectively, and the angle BAC is 86° 44′.

Using the formula,

$$\tan \frac{1}{2}(B - C) = \frac{b - c}{b + c} \cot \frac{1}{2}A,$$

find the angles B, C, and the distance BC.

15. 8. Prove that $\cot 2\theta = \frac{1}{2}(\cot \theta - \tan \theta)$.
Find two solutions of the equation,

$$\cot \theta - \tan \theta = 2.$$

15. 9. Prove that in any triangle ABC,

$$(1)\ a = b \cos C + c \cos B;$$

$$(2)\ 2R = \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C};$$

where R is the radius of the circumscribing circle.

ALGEBRA.

HONOURS GRADE.

Wednesday, 19th June.—11 A.M. to 12.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. Prove that the arithmetic mean of any number of positive quantities is greater than the geometric mean.

Find the least value of

$$15x + 10y + 6z$$

when

$$xyz = 30,$$

all the symbols denoting positive numbers.

15. 2. If $\phi(x)$ be any rational integral function of x, prove that it is always possible to determine A and B so that

$$\phi(x) + Ax + B$$

shall be divisible by

$$x^2 + c^2.$$

Hence or otherwise show that

$$x^9 + 1 = Ax + B + (x^2 + 1)\,\psi(x),$$

and determine

$$A,\ B, \text{ and } \psi(x).$$

15. 3. Prove that

$$1 + \frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \ldots$$

is divergent, and that

$$1 + \frac{1}{2^2} + \frac{1}{3^2} + \frac{1}{4^2} + \ldots$$

is convergent.

Show that in the last-named series the sum of the odd terms is three times the sum of the even terms.

Alternative Questions.

15. 4*a*. If P and Q are each products of $2n$ consecutive numbers, prove that the difference between P and Q is divisible by the sum of the greatest and the least of all the $4n$ numbers.

Or,

15. 4*b*. If a and b are the first and last terms in a series of $n+1$ terms in arithmetic progression, show that the sum of the series of n terms obtained by multiplying each of the first n terms by the next consecutive term is

$$\frac{1}{3n}\{(n^2-1)(a^2+b^2)+(n^2+2)ab\}.$$

15. 5*a*. Prove that the binomial theorem for a positive integral index.

Prove that

$$2^{x-1}(1+2^x)=3^x+\frac{x(x-1)}{1\cdot 2}3^{x-2}+\frac{x(x-1)(x-2)(x-3)}{1\cdot 2\cdot 3\cdot 4}3^{x-4}+\ldots$$

Or,

15. 5*b*. Assuming the formulæ

$$\log(1+x)=\quad x-\frac{x^2}{2}+\frac{x^3}{3}-\ldots,$$

$$\log(1-x)=-x-\frac{x^2}{2}-\frac{x^3}{3}-\ldots,$$

deduce the identity

$$\log(n+1)-\log n=2\left\{\frac{1}{2n+1}+\frac{1}{3(2n+1)^3}+\frac{1}{5(2n+1)^5}+\ldots\right\}$$

Prove that

$$\frac{1}{9}+\frac{1}{3\cdot 9^3}+\frac{1}{5\cdot 9^5}+\ldots=\frac{1}{17}+\frac{1}{19}+\frac{1}{3}\left(\frac{1}{17^3}+\frac{1}{19^3}\right)+\ldots$$

and verify by calculation to five decimal places.

15. 6*a*. Show that

$$(a^2+b^2)(c^2+d^2)$$

can be resolved into the sum of two squares: and that

$$(a^2+3b^2)(c^2+3d^2)$$

can be expressed in the form

$$x^2+3y^2,$$

all the symbols denoting integers.

Express 1105 as the sum of two squares in four different ways.

Or,

15. 6*b*. If OA be any line, and $i^2+1=0$, find a graphic interpretation for $(\cos\theta+i\sin\theta)\,OA$; and deduce a construction for $(\cos\theta+i\sin\theta)^n OA$.

Hence prove Demoivre's theorem for a positive integral index.

GEOMETRY.

HONOURS GRADE.

Wednesday, 19th June.—2 P.M. to 4 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. Construct an isosceles triangle ABC, in which $\angle B=\angle C=2\angle A$.

If O and I are the centres of the circumscribed and inscribed circles of this triangle and CO, CI produced meet AB in D, E, prove that

$$AD=BE.$$

15. 2. Enunciate and prove the property of the nine-points circle.

Prove that the centroid, the orthocentre, the nine-points-centre and the circumcentre of a triangle are collinear, and find the ratios in which they divide the line joining them.

15. 3. Enunciate Ceva's and Menelaus' theorems.

ABC is a triangle, and the interior and exterior bisectors of the angles *A*, *B*, *C* meet *BC*, *CA*, *AB* in the points *D*, *D'*, *E*, *E'*, *F*, *F'*, respectively; prove that *D'*, *E'*, *F'* are collinear.

Alternative Questions.

15. 4*a*. Prove that the volume of a pyramid is one-third the volume of a prism with the same base and altitude.

A triangular pyramid stands on an equilateral base, each side of which is 4 inches in length. Each of the slant sides of the pyramid is 7 inches in length, find its volume to the nearest cubic inch.

Or,

15. 4*b*. When are two figures said to be similar and similarly situated?

Show that if two parallelograms are similar and similarly situated, there are in general two centres of similitude.

15. 5*a*. When is one figure said to be the inverse of another?

Prove that a straight line inverts in general into a circle.

Construct and describe the figure formed by inverting the four sides of a square, regarded as finite straight lines, with respect to an angular point, and explain why the inverse figure is not closed.

Or,

15. 5*b*. Define the radical axis of two circles and prove that the radical axes of three circles taken two by two are concurrent.

Show that in the figure described in question 3 the circles described on *DD'*, *EE'*, *FF'* as diameters have a common radical axis.

15. 6*a*. *ABCD* is a tetrahedron in which $AB=CD$, $AC=BD$, and $AD=BC$; prove that the plane angles enclosing each solid angle are together equal to two right angles.

Prove that each of those plane angles is acute.

Or,

15. 6*b*. If two circles touch externally, prove that their common tangent is a mean proportional between their diameters.

Three spheres of diameters 12, 12 and 4 inches are in contact with each other on a horizontal table. Show that a sphere of 3 inches diameter can be placed on the table so as to be in contact with the other three spheres.

TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Thursday, 20th June.—2 P.M. to 3.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. Prove that in any triangle

(1) $\tan \tfrac{1}{2}A = \sqrt{\dfrac{(s-b)(s-c)}{s(s-a)}}$,

(2) $r_1 \cot \tfrac{1}{2}A = r_2 \cot \tfrac{1}{2}B = r_3 \cot \tfrac{1}{2}C = r \cot \tfrac{1}{2}A \cot \tfrac{1}{2}B \cot \tfrac{1}{2}C$.

15. 2. If

$$\tan\theta = \frac{\sin\alpha + \sin\beta + \sin\gamma}{\cos\alpha + \cos\beta + \cos\gamma}, \text{ prove that}$$

(1) $\sin(\theta-\alpha) + \sin(\theta-\beta) + \sin(\theta-\gamma) = 0,$

(2) $\tan(\theta+\phi) = \dfrac{\sin(\alpha+\phi) + \sin(\beta+\phi) + \sin(\gamma+\phi)}{\cos(\alpha+\phi) + \cos(\beta+\phi) + \cos(\gamma+\phi)}.$

15. 3. By careful construction from your tables, draw the graph of $y = \tan\theta$ from $\theta = 0$ to $\theta = \pi$.

Draw also the graph of $y = \theta + 1$, and find from your figure a solution of the equation.

$$\tan\theta - \theta = 1.$$

Alternative Questions.

15. 4*a*. On AB a diameter of a circle, whose centre is O, a square $ABCD$ is described, P is any point on the circumference, $AB = 2a$, $\angle POA = \theta$. P is joined to the vertices of the square; PC, PD cut AB in S, T; perpendiculars to AB, through T, S meet PA, PB in Q, R.

(1) Prove that $QRST$ is a square, and that its side is

$$\frac{2a\sin\theta}{2 + \sin\theta}.$$

(2) Draw the graph of

$$x = \frac{\sin\theta}{2 + \sin\theta}$$

from

$$\theta = -\frac{\pi}{2} \text{ to } \theta = \frac{\pi}{2},$$

and thence, or otherwise, find what values of θ make $QRST$ greatest and least.

Or,

15. 4*b*. Solve completely the equations

(1) $(1 + \tan\theta)(1 - \sin 2\theta) = 1 - \tan\theta.$

(2) $\sin 5\theta \cos 3\theta = \sin 6\theta \cos 2\theta.$

(3) $\sin x + \cos x = \sin\alpha - \cos\alpha.$

15. 5*a*. Prove that

$$\cos\frac{\theta + 2r\pi}{q} + \sqrt{-1}\sin\frac{\theta + 2r\pi}{q}$$

is one of the values of

$$\{\cos\theta + \sqrt{-1}\sin\theta\}^{\frac{1}{q}},$$

and show how to find the other $(q - 1)$ values.

If a is one of the imaginary roots of the equation $x^{13} - 1 = 0$, prove that the other 12 roots are $a^2, a^3, \ldots a^{13}$.

Or,

15. 5*b*. Sum to n terms the series

$$\cos\theta + \cos 2\theta + \cos 3\theta + \ldots$$

Prove that

$$\cos^4\theta = \tfrac{1}{8}(\cos 4\theta + 4\cos 2\theta + 3),$$

and employ this identity to find the sum to n terms of

$$\cos^4\theta + \cos^4 2\theta + \cos^4 3\theta + \,.\,.$$

15. 6*a*. The sides of a quadrilateral are a, b, c, d; and 2ω is the sum of a pair of opposite angles. X is the area of the quadrilateral, and Y is the area of a quadrilateral inscribed in a circle with sides equal in order respectively to a, b, c, d; prove that $Y^2 - X^2 = abcd\cos^2\omega$.

Or,

15. 6*b*. Expand $(2\cos\theta)^n$ in terms of $\cos n\theta$, $\cos(n-2)\theta$, &c., distinguishing between the cases of n odd and n even.

Apply your result to the expansion of (1) $\cos^7\theta$, (2) $\cos^8\theta$.

ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(*Higher Grade and Honours.*)

Tuesday, 25th June.—2 P.M. to 3.30 P.M.

10. *All the steps of the proofs must be given*, and the work of the calculations should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

12. 1. Explain what is meant by the relative velocity of one moving point with regard to another.

Two bodies are in motion with velocities 8 and 15. Find the velocity of the first relatively to the second

(1) when they have the same direction ;
(2) when they have opposite directions ;
(3) when their directions are at right angles.

13. 2. Prove that when a body moves from rest with uniform acceleration a in a constant direction,

$$v = at, \quad s = \tfrac{1}{2} at^2.$$

If a is an acceleration of half a foot per second, show by graphs on squared paper the values of v and s, as t increases from 0 to 4 seconds.

13. 3. How much work is done against gravity in raising a mass of a ton through a height of 330 feet?

Find the horse-power required to do this in 5 minutes.

13. 4. Enunciate the theorem known as the Parallelogram of Forces.

ABCD is a quadrilateral figure. Find the resultant of four forces acting at a point when they are represented in magnitude and direction by *AB*, *BC*, *CD*, and *AD*.

13. 5. I have a thin flat slab of irregular outline. Explain an experiment by which we may easily find the approximate position of its centre of gravity.

ABC is a triangle and *G* is its centre of gravity. If the triangle *BCG* is removed, find by calculation the position of the centre of gravity of the remaining part of the triangle.

13. 6. Describe a common pump suited to pump water from a well at a depth of 20 feet.

If it were desired to raise water from the well to a tank 25 feet above the ground by a single pump, describe its construction, and explain by the help of diagrams the alterations which must be made in a common pump to enable it to do this.

13. 7. What is the connection between the pressure and volume of a gas when its temperature is unaltered?

If a bladder contains 100 cubic inches of air at the atmospheric pressure when the water barometer stands at 30 feet, what will be the volume of the bladder after it has been lowered to a depth of 20 feet below the surface of a lake?

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECTS.

(*Higher Grade and Honours.*)

Tuesday, 25th June.—2 P.M. to 3.30 P.M.

All the steps of the proofs must be given, and the work of the calculations should be shown in full.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. If three forces, acting on a rigid body, are in equilibrium ; find the necessary relations between them.

A heavy uniform bar is suspended from two points by two strings, which are tied to the ends of the bar ; and the bar is parallel to the line joining the two points, which are not in the same horizontal plane ; prove that the tensions of the strings are proportional to their lengths.

15. 2. Prove that the range of a projectile on a horizontal plane through the point of projection is

$$\frac{2V^2}{g}\cos a \sin a,$$

when V and a are the velocity and elevation with which it is projected.

If the initial velocity of the projectile was 120 feet per second ; and if, after four seconds, its height is 32 feet, find when it will again reach the level of the point of projection, and at what distance from that point ?

15. 3. State the principle of moments as applied to any number of forces acting in one plane on a rigid body, when there is equilibrium.

$AGBC$ is a straight but slightly flexible beam supported at each end A, C, and also at its centre, B ; the centre of gravity is at G and $AG = \frac{3}{4} AB$. The support at B can be adjusted so that the pressure on B can be either increased or diminished. Find the greatest and least possible pressures at A.

Prove that the difference between the pressures at A and C is constant, and express it as a fraction of the weight of the beam.

Alternative Questions.

15 4*a*. Two points P, Q describe circles with centres A, B and radii a, b, so that $AB = b$, and APQ is always a straight line. If P move with uniform speed ma, prove that Q also moves with uniform speed, and find an expression for Q's speed.

Find also expressions for the accelerations of P and Q, and for the time each of them takes to complete a revolution.

Or

15. 4*b*. State the laws of Statical Friction.

A rough board can be turned about a horizontal axis in its surface. A triangular prism is placed on the board, three edges of the prism being parallel to the axis. The other edges are 3, 4, 5 inches ; the smallest is in contact with the board, the largest is away from the axis. The board is then tilted about the axis until the prism begins either to upset or to slip. Find whether it will upset or slip if the coefficient of friction is ·7.

15 5*a*. State Boyle's Law.

In a cylindrical barometer tube there is a space of six inches above the mercury, which stands at 29 inches above the cistern. It is suspected that some air has got into this space, and the tube is pushed $2\frac{1}{2}$ inches deeper into the cistern with the result that the space above the mercury is now reduced to 4 inches. Show that this result indicates the presence of air in the tube and find what the height of the barometer would have been if there had been no air in the tube.

Or

15. 5*b*. Describe the force pump.

If the area of the end of the plunger of a force pump be 3 square inches, the length of the stroke 18 inches, the height of the spout above the lower valve 20 feet, and the height of the lower valve above the water in the well 24 feet, find the work in foot-pounds done in a complete stroke of the piston backwards and forwards, taking a cubic foot of water as 1000 ounces

15. 6*a*. The centre of gravity of a motor-car is travelling in a curve of radius a on a flat road. The length of the axle is b, the height of the centre of gravity of the carriage is h, and the speed is v. Prove that, if v is greater than

$$\sqrt{\frac{abg}{2h}},$$

the inner wheels will begin to rise from the ground.

Or

15. 6*b*. Show that the acceleration of a particle P moving with uniform velocity V in a circle of radius r is V^2/r.

If Q be the foot of the perpendicular drawn from P to a fixed diameter, prove that the acceleration of Q is proportional to its distance from the centre of the circle.

What name is given to Q's motion?

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(*Higher Grade and Honours.*)

Tuesday, 25th June.—4 P.M. to 5.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

15. 1. The tangent at any point P of a parabola meets the tangent at the vertex in Y. Prove that, if S is the focus, SYP is a right angle.

ABC is a given triangle. Find the focus of a parabola such that the three sides of the triangle are tangents to the parabola, BC being the tangent at the vertex.

15. 2. If TP, TQ be tangents to a parabola at P and Q, prove that the triangles PST, TSQ are similar.

If through P, Q, points on a parabola, straight lines PP', QQ' are drawn parallel to the axis meeting SQ, SP in P', Q', and the tangents at P, Q meet in T; prove that T is the centre of a circle which touches each side of the quadrilateral $PP'QQ'$.

15. 3. QQ' is a double ordinate to the diameter of a parabola drawn through P. From any point K on the parabola KL is drawn parallel to the axis, meeting QQ' in L. Prove that $QL \cdot LQ' = 4\,SP \cdot KL$.

15. 4. If P is a point on an ellipse and PN is the perpendicular to the axis major AA', prove that $PN^2 : AN \cdot NA' = BC^2 : AC^2$.

Show that this relation corresponds to the equation—

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

15. 5. P and Q are points on a conic, whose centre is C. The tangent at Q meets CP produced at T and the line drawn through Q parallel to the tangent at P meets CP in V. Prove that $CV \cdot CT = CP^2$.

CP, CQ are semi-diameters of a conic and QV, PU are ordinates to CP, CQ respectively. Prove that the triangles CPU, CQV are equal.

15. 6. Prove that the tangent to a hyperbola bisects the angle between the focal distances.

Show that it follows from the above theorem that each asymptote bisects the line joining the foci.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 25th June.—12 Noon to 1.30 P.M.

All the steps of the proofs must be given. Additional marks will be given for neatness, good style, and accurate diagrams.

10. The co-ordinate axes may be assumed to be rectangular.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Each answer should be accompanied by a careful diagram.

14. 1. If $(x_1\, y_1)$, (x_2, y_2) are the co-ordinates of the points A, B; and C is a point on AB such that $AC : CB = m : n$; find the co-ordinates of C.

The co-ordinates of P and Q are (0, 5) and (15, – 4); if the point R, whose co-ordinates are $(5, a)$ lies on PQ, find the value of a, and find in what ratio PQ is divided by R.

15. 2. Show that the equation

$$x \cos a + y \sin a - p = 0$$

represents a straight line.

Find what are the values of p and $\tan a$ in order that this equation may be identical with

(1) $y = mx + c$,
(2) $3x + 4y = 10$.

14. 3. Find the separate equations to the straight lines represented by the equation

$$3(x^2 - y^2) = 8xy,$$

and prove that they are at right angles to each other.

14. 4. Obtain the equation to a circle whose radius is c, and whose centre is (a, b).

If (h, k) is a point (1) outside, (2) inside this circle, what geometrical magnitude is represented by

$$(h - a)^2 + (k - b)^2 - c^2\ ?$$

15. 5. Find the co-ordinates of the points in which the straight line, $y = x + 2$ cuts the circle

$$x^2 + y^2 = 2(x + 4).$$

Find also the equations to the tangents at these points.

13. 6. A and B are two points on the axis of x, equidistant from the origin O, and ABC is an equilateral triangle. Show that a point, which moves so that the sum of the squares of its distances from the sides of the triangle is $3OA^2$, describes a circle.

Find the radius, and the co-ordinates of the centre, and draw the circle.

BOOK-KEEPING.

Friday, 21st June.—2 P.M. to 5 P.M.

25. *Marks are given for writing, ruling and style.*

15. 1. What is a Trial Balance? What is its use? To what extent may it be relied on?

15. 2. Explain the difference between Real, Personal, and Nominal Ledger Accounts. Give two examples of each.

15. 3. John Gordon who has £5,000 in Bank agrees to purchase the business of Samuel White for £6,000, payable half in cash and half by bill at 3 m/d. The Assets and Liabilities he takes over are as follows :—

	£	s.	d.
Premises	1,200	0	0
Machinery	3,600	0	0
Goods	2,400	0	0
Loan from J. Smith	1,000	0	0
Account due to R. Jones	625	10	0
Account due by Brown Bros.	200	10	0

Frame the Journal Entries which Gordon would require to make to open his books.

30. 4. Record the following transactions of John Williamson in Cash Book and Journal. Only the transactions not suitable for the Cash Book are to be entered in the Journal.

1907.					£	s.	d.
March	1.	Cash on hand			20	5	0
„	„	Bank overdraft			153	10	0
„	4.	Paid (in cash) Freights repayable by James Scott			1	2	6
„	6.	Received Bill at 3 m/d from Wilson & Co. for			337	10	0
„	8.	Received from Brodie & Son and lodged in Bank			198	0	0
„	„	Discount allowed to them			22	0	0
„	11.	Accepted J. & A. Maclaren's Bill at 3 m/d for			100	0	0
„	14.	Discounted Wilson & Co.'s Bill for £337 10*s.* 0*d.* at Bank yielding			332	5	0
„	18.	Paid John Gunn (by cheque)			23	15	0
„	„	Discount allowed by him			1	5	0
„	22.	Sold goods for cash			15	2	0
„	25.	Paid R. Innes, Builder (by cheque) :—					
		For new shed		£100 0 0			
		„ repairs		32 10 0			
		NOTE.—These sums have not been previously credited to R. Innes.		£132 10 0			
		Less discount on above £32 10*s.* 0*d.*	£1 12 6				
		Contra account for goods sold and debited to him in January £10 less discount 2	8 0 0				
				9 12 6			
					122	17	6
„	27.	Cheque drawn for cash			20	0	0
„	„	Bought goods for cash			27	2	6
„	30.	Paid Salaries and Wages (by cheque)			52	10	0
„	„	„ „ (in cash)			23	7	6

Close and rule off the Cash Book.

50. 5. The following is the Trial Balance of Mitchell & Son at 31st May, 1907 whose books were last closed at 31st May, 1906 :—

	£	s.	d.	£	s.	d.
Robert Mitchell, Capital account				3,600	0	0
„ Drawings account	215	0	0			
James Mitchell, Capital account				1,800	0	0
„ Drawings Account	165	0	0			
Buildings	3,700	0	0			
Furniture and Fittings	250	0	0			
Goods				644	15	0
NOTE.—This balance consists of Sales for year, less goods on hand at beginning of year and purchases for year.						
Cash	15	2	6			
Bank				297	6	0
Bills Receivable	272	0	0			
Bills Payable				391	0	0
Consignment to Rio de Janeiro	182	8	6			
NOTE.—The consignee has not yet accounted for this consignment.						

	£	s.	d.	£	s.	d.
Wages and Salaries	313	16	3			
Freights	47	7	4			
Interest	53	0	0			
Discount (allowed less received during year)	322	7	3			
Discount Outstanding account				57	10	0
NOTE.—This balance is 5% on Dr. Accounts, less 5% on Cr. Accounts open at 31st May, 1906.						
S. White & Co.	763	7	3			
Park Bros.	828	2	9			
Taylor & Son				244	4	2
Richard Rae				122	5	10
Gibson and Dean	29	9	2			
	7,157	1	0	7,157	1	0

At 31st May, 1907 :—

(1) Goods on hand are valued at £750 10s.

(2) There are wages and salaries amounting to £52 10s. due.

(3) It is decided to write off against Profit and Loss Account Gibson and Dean's Account as bad.

(4) It is decided to allow for discounts on open accounts Dr. less Cr. outstanding at 5%.

(5) The Partners are entitled to 5% Interest on their Capital, which has remained unchanged during the year. No interest is to be reckoned on Partners' Drawings.

(6) The Partners share profit or loss :—⅔rds to Robert Mitchell and ⅓rd to James Mitchell.

Frame Profit and Loss Account for the year ending 31st May, 1907, and Balance Sheet at 31st May, 1907.

COMMERCIAL ARITHMETIC.

FIRST PAPER.

Tuesday, 25th June—9.30 A.M. to 10 A.M.

This paper will be taken up at the end of *half-an-hour*, when the other paper will be given out.

The sums are not to be copied out, and all the calculations required are to be performed mentally.

More importance will be attached to accuracy than to quickness.

Fill this in first.

Name of School ....

Name of Pupil ....

6 1. Add the following sums, and express your answer in £ *s.* *d.* to the nearest farthing :—

£
476502·714
158236·482
70984·370
829564·078
291663·845
179258·613
3617·008
450928·175
69178·382

VALUE.

£.
729641·824
526771·347
108995·732
92684·503
835916·477
106941·385
86435·789
478160·158
397307·512
71011·977
829356·455

=

4. 2. How many—

pence in £5 10*s.* 6*d.*? - - -

inches in 8 yds. 2 ft. 4 in? - -

sq. poles in 2 acres 3 roods 25 poles?

lbs. avoir. in 3 cwt. 2 qrs. 10 lbs.?

5. 3. Write down the values of—

$\frac{5}{8} - \frac{3}{5} + \frac{7}{10}$ - - - - -

$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \frac{1}{16} + \frac{1}{32}$ - - -

$\frac{5}{12} \times \frac{9}{20} \times \frac{24}{25} \times \frac{5}{18}$ - - - -

94·6 − 8·76554 - - - -

2·5 × 3·2 × 6·3 - - - -

4. 4. Find the prices of—

3 dozen articles at 1*s.* 2½*d.* each -

4 score „ 5*s.* 1½*d.* „ -

2 gross „ 2¾*d.* „ -

240 „ 1*s.* 6¾*d.* „ -

6. 5. How many square feet in a rectangle—

3 ft. 6 in. by 2 ft. 6 in.? - -

Express as a decimal fraction of a square metre the area of a rectangle—

43 cm. by 125 mm. - - -

How many cubic millimetres in a

cubic decimetre - - - -

COMMERCIAL ARITHMETIC.

SECOND PAPER.

Tuesday, 25th June—10 A.M. to 11.30 A.M.

All the working must be shown in its proper position in the answer, and the different steps of the calculation should be shortly indicated in words.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

7. Marks are given for neatness, arrangement, and style.

Algebraical symbols may be used if properly explained.

8. 1. An article in passing from the producer to the consumer passed through the hands of 3 dealers, each of whom added 10 per cent. to the price at which he bought it. If the final selling price was £22 3s. 8d., what was the original price.

8. 2. In the Buenos Ayres and Rosario Railway Company the balance available for the half-yearly distribution on June 30th was £896,744 1s. 3d., out of which the following dividends were paid *for the half-year*:—

On 33,209 preference shares of £12 each at the rate of 7 % *per annum*.
On £4,304,360 preference stock 7 % *per annum*.
On £16,786,930 ordinary stock at 5 % *per annum*.

Find the amount of the balance left after paying these dividends.

8. 3. If a metre is taken as 39·37 inches and £1 as 25·2 francs, find which is dearer, a franc per metre or 8d. per yard.

13. 4. Describe any two methods by which a Glasgow merchant might settle a debt incurred in Berlin.

Find the cost of drawing in Glasgow a bill for 18576 marks due in Berlin, the cheque rate being 20·52 marks for £1, the bill stamp costing 1s. per £100 and the bank commission ⅛ per cent.

8. 5. Calculate to four decimal places the value of

$$\frac{4·716 \times 3·214 \times ·07651}{43·27 \times 9·665},$$

using logarithms if you prefer to do so.

13. 6. A sheet of lead is 10 metres long, 2 metres broad and one centimetre thick. How many cubic centimetres does it contain?

Find the weight of the sheet in kilograms if a cubic centimetre of lead weighs 11 grams.

10. 7. A bankrupt's debts amount to £10226 and his assets to £3781. After paying legal and other expenses of £137, the remainder falls to be divided among the creditors in proportion to their claims. Find to the nearest farthing how much in the pound each creditor will receive.

PART VI. OF APPENDIX.

THE ROYAL SCOTTISH MUSEUM,
EDINBURGH.

REPORT *for the year* 1907 *by* JAMES J. DOBBIE, Esq., D.Sc., F.R.S. *on* THE ROYAL SCOTTISH MUSEUM.

31st December, 1907.

MY LORDS,

I have the honour to submit my Report on the Royal Scottish Museum for the year 1907.

The past year has been marked by a large increase in the attendance of visitors, the number exceeding that of 1906 by ninety-two thousand. This increase is no doubt in some measure accounted for by the alteration of the hour of closing, from 4 p.m. to 5 p.m., which came into force on the 15th of July. But after every allowance has been made for any special causes which may have influenced the attendance during the past year, so large an addition to the number of visitors can only be regarded as a gratifying evidence of the growing interest in the Museum on the part of the general public.

That the value of the Museum Collections for the purposes of systematic study is being more and more widely recognised is shown by the fact that the number of students who visited the Museum accompanied by their teachers in the course of the year was nearly three times as great as in the previous year. These visits were arranged for and conducted under the regulations providing for the holding of demonstrations, and it is worthy of note that many of the students travelled from considerable distances for the express purpose of studying the models illustrating coal mining which have recently been added to the Mining Hall.

Another very satisfactory feature of the past year has been the unusually large number and the importance of the donations which have been received. The Natural History and Geological Departments have chiefly benefited in this way. I should like to take this opportunity to emphasise the claim for an extension of similar generous treatment to all the Departments of the Museum. To the Art Collections in particular the assistance of the private benefactor would be specially helpful. It is impossible out of the slender grant allowed by the Treasury for the purchase of specimens to make those additions of rare and costly objects which it is the function of an institution such as this to conserve and exhibit for the education of the practical Art Student, and I earnestly desire to call attention at the present time to this need of the Museum in view of the approaching opening of the new School of Art. It is well known that for the success of such a school it is of the first importance that its pupils should have ready access to examples of original Works of Art of the highest quality. It is impossible to over-estimate the stimulating influence of the great collections in the Victoria and Albert Museum upon the pupils of the Royal School of Art at South Kensington, and those who are interested in the new School for Edinburgh could find no more efficacious way of assisting it than by contributing towards the acquisition of the specimens which are needed to give greater variety and fulness to the Art Collections of this Museum.

The increase in the attendance at the Museum and the large additions which have been made recently to the collections render more urgent than ever the need for an extension of the building—a matter with which I have dealt in former Reports—and it is much to be desired that some practical step in this direction should be taken in the course of the ensuing year. I may mention in this connection that the installation of the new heating and ventilating system which is now in progress will involve a considerable curtailment of our already too limited space.

Two changes in the staff of the Museum fall to be noticed. The post of Assistant in the Natural History Department, rendered vacant by the promotion of Mr. Percy H. Grimshaw to be Assistant Keeper, has been filled by the appointment of Mr. James Ritchie, M.A., B.Sc. On the death of Mr. J. G. Goodchild at the beginning of 1906 the arrangement under which an officer of H.M. Geological Survey was stationed permanently in the Museum in charge of the Survey Collections was brought to an end. The necessity was then urged upon the Treasury of making provision for an additional Museum officer to whose care the whole of the Geological Collections belonging to the Museum might be entrusted, and this proposal having been assented to, Mr. S. J. Shand, B.Sc., Ph.D., was appointed to the new post. This appointment marks an important advance in the organisation of the Museum, as, for the first time, it affords an opportunity of bringing together and co-ordinating the extensive and valuable Geological Collections which were formerly distributed throughout other Departments of the Museum.

In the course of the year several improvements which have added greatly to the comfort and convenience of the public have been effected in the Museum Buildings by H.M. Office of Works. Satisfactory progress is being made with the installation of the new system of heating and ventilating the building, and it is expected that the work will be completed in the course of the ensuing year. So far, the operations have been conducted without accident and have caused little inconvenience to the general public or interruption of the routine of the Museum business.

I desire once more to direct your Lordships' attention to the danger to which the Museum is exposed from the close proximity, along nearly the whole of its south side, of buildings containing highly combustible material, and I think it advisable, on this occasion, to indicate more precisely than I have yet done the nature of the danger to which I refer.

The buildings of the Museum form one side of a triangle, the other two sides of which are occupied by high tenements of dwelling houses. A large part of the space thus enclosed is covered with low, one-storey buildings, which reach from the tenements almost to the walls of the Museum. These buildings are used partly as warehouses by a large firm of wine and spirit merchants and partly as a store connected with a painter's establishment which forms part of the ground floor of the neighbouring tenement. Adjoining the west wing of the Museum is a large building, originally a chapel, but reconstructed a few years ago to serve as a bonded warehouse. This building is four storeys high, and is filled on every floor with casks of whisky and other inflammable liquors. Its north wall, which is over against the south wall of the west wing of the Museum and nearly parallel with it, is pierced with numerous windows which are directly opposite to and, at one point, within eleven feet of the Museum windows. As a measure of precaution, these windows of the Museum have recently been fitted with iron shutters, which are closed at night; but it is obvious that this would prove an altogether insufficient protection in the event of fire breaking out in the bonded store. Within the last four years three large whisky stores have been burned down in Scotland—at Greenock, Dundee, and Aberdeen—the fires being accompanied by violent explosions, which caused widespread destruction to the adjoining property. From the nature of the case the combustion of large quantities of spirit stored in a confined space is almost certain to be attended by explosion. This constitutes the special danger arising from the contents and use of the buildings on the south side of the Museum, and it is impossible to provide adequately against it except by their removal.

A general Guide to the Collections of the Museum has been prepared by members of the Museum staff, and is now in the hands of the printer. I have to express my gratitude to Dr. Horne, F.R.S., and to the members of the staff of H.M. Geological Survey who have kindly assisted in the revision of the Guide to the Collections of the Survey in the Museum, a new edition of which has just been issued.

I submit, herewith, the Reports of the Keepers of the various Departments of the Museum.

In his Report on the Art and Ethnographical Department Mr. Vallance refers to the changes in the Great Hall, rendered necessary by the setting up in suitable positions of the casts from the Treasury of the Cnidians and the Pergamos Frieze recently acquired for the Museum. The effect of the new arrangement on the appearance of the hall is entirely satisfactory, and the alterations will facilitate the future grouping of other specimens according to styles and periods—always a difficult matter where large objects of various dimensions have to be dealt with in a limited space. The cast of the Treasury is a replica from the moulds made for the authorities of the Louvre from the original at Delphi, and is the only copy in this country. The archæological interest of this temple-like structure will be appreciated by all students of the history of art, and the beauty of its design and decoration must prove a valuable guide to those engaged in the work of the practical Art School.

Another important addition to the Art collections—a Jacobean oak-panelled room—is an interesting example of a style previously represented in the Museum only by isolated pieces of furniture.

A large number of specimens have been received from the Committee of the Egypt Exploration Fund and from the British School of Archæology in Egypt through its Hon. Director, Professor Flinders Petrie. The donations from the latter include a remarkable and beautiful example of a 12th Dynasty mummy case and a complete series of "soul houses," models in terra cotta of the various types of dwellings in use amongst the common people of ancient Egypt. They were obtained last year by Professor Petrie from tombs at Rifeh.

Amongst other specimens presented by the British School of Archæology in Egypt, special mention should be made of two very handsome alabaster vases, which have helped to complete an interesting case of pre-dynastic vases and bowls of alabaster, diorite, and granite. As now set out, these cannot fail to impress the visitor with the skill and sense of form possessed by the workers of that very remote period.

Mr. Edwin Ward, one of the Museum officers, who was a member of Professor Petrie's party when the objects just referred to were excavated, has been sent out again this season to Egypt, and will take part in the important work in which the British School are engaged at Memphis.

Amongst the Egyptian antiquities acquired by purchase in the course of the year is a collection of clay cones bearing inscriptions of which Dr. Colin Campbell has been good enough to furnish us with translations.

A few months ago an opportunity occurred of acquiring a collection of eighty Babylonian inscribed tablets of a kind of which the Museum possessed only a few examples. Professor Sayce, to whom we had previously been indebted for much valuable assistance in connection with our Egyptian collection, kindly undertook to examine the tablets, and, in accordance with his advice, they were purchased for the Museum. Professor Sayce has since placed us under a further obligation by providing translations of the cuneiform inscriptions and with material for the labelling of the specimens.

Amongst the donors to this Department, special mention should be made of Mr. Thos. McKie, LL.D., Advocate, who early in the year presented to the Museum a large collection of art objects, including faience, enamels, ivory, and metal work collected by his brother, the late Mr. Wm. McKie, Moat House, Dumfries.

In the Ethnographical Section collections from Central Africa, Siam, Korea, Tibet, and Peru have been acquired during the year. These collections were all formed on the spot by responsible persons resident in these countries, or, as in the case of Dr. Moloney's Central African Collection, by travellers attached to expeditions organised in the interests of scientific research.

In the Natural History Department, Mr. Eagle Clarke reports that an extensive re-arrangement of the Hall devoted to British Animals, a work which has been in progress for several months, is now well advanced towards completion. This re-arrangement has been undertaken with the twofold object of filling up the gaps which existed in the collections and of grouping and mounting the specimens in a more artistic and attractive manner.

Preparations have been added to the Type Collection showing the general characters of Mammals, Birds, Reptiles, Amphibians, and Fishes, and it is hoped that these will prove specially useful to students. The scientific labels in this Department have been supplemented by labels couched, as far as possible, in simple, non-technical language, describing the characters of the principal groups of the Animal Kingdom.

The additions made to the Natural History Collections in the course of the year have been upon a scale unequalled in any recent year, and include no fewer than 7,052 donations, many of them of very considerable value. The Museum is indebted to the Trustees of the British Museum for specimens of the Mammals and Birds brought home by the National Antarctic Expedition, and also for a large number of Mammals and Marine Invertebrates selected from their duplicate collections. The Hon. Walter Rothschild has again been a munificent patron of the Museum, his gifts for the year including a beautiful series of Exotic Fishes painted in their natural colours. A complete skeleton and plates of the baleen of the rare Atlantic Right Whale have been received from Mr. Carl F. Herlofson; a skeleton of the Bottle-Nose Whale from Mr. Theodore Salvesen, and a Scottish example of the white-beaked Dolphin from Mr. Wm. Lumley. Large collections of Birds have been presented by Mr. N. B. Kinnear and Mr. J. J. Dalgleish; of Fishes by Dr. R. H. Traquair, F.R.S., and by the Fisheries Branch of the Irish Department of Agriculture, to whom, as well as to the North Sea International Committee of the Scottish Fishery Board, the Museum is indebted for numerous additions to the collections of Marine Invertebrates. Collections of Insects have been given by Mr. Claude Morley, Professor J. J. F. X. King, the Rev. J. Waterson, Miss Horne, Mr. H. E. Scott, and Mr. Chas. Stuart.

The work involved in identifying, labelling, and registering so many new specimens has put a severe strain upon the staff of the Natural History Department, and has made doubly acceptable the valuable assistance rendered by the Hon. Gladys Graham Murray and Mr. Norman B. Kinnear, which I desire most gratefully to acknowledge.

Dr. Galt reports that in the Technological Department attention has been concentrated chiefly on the development of the Mining, Metallurgical, and Engineering Sections. The most important additions to the Mining Collections are two models showing the underground arrangements employed in the "long wall" and "stoop and room" methods of winning coal. These models belong to a series designed to illustrate fully the subject of coal mining, especially as practised in Scotland.

In the section devoted to the Metallurgy of Iron and Steel, the additions for the year include models of a new type of furnace used in the manufacture of steel by the cementation process, and of a modern blast furnace, both made in the workshops of the Museum. The drawings used in the construction of the latter model were kindly supplied by the Glengarnock Iron and Steel Company, to whom I have to express my thanks not only for this courtesy, but for much valuable assistance rendered while the model was under construction.

Several new working models, which can be set in motion by the visitor, have been installed in the Machinery Hall. One of these illustrates a method of driving a wire rope or cable, which is largely used for haulage purposes in mines, and another shows how, by means of the cotton "rope drive," power is distributed over a large textile factory. For the drawings used in making these models we are indebted to Messrs. D. and A. Home Morton, Glasgow, and to Messrs. Douglas Fraser and Sons, Arbroath. Special mention should also be made of the "economiser" presented to the Museum by Messrs. E. Green and Son, Limited, Wakefield.

Excellent progress has been made with the Botany Type Collection, which has now practically reached the dimensions necessary to meet the requirements for which it was designed.

Dr. Shand since his appointment has been principally occupied with the arrangement of the Gubbin Collection of Fossils. This collection, which consists of about 20,000 specimens, obtained chiefly from English localities, was bequeathed to the Museum by the late Dr. Gubbin, of Bristol, who died at the beginning of this year. As the fossils are from nearly every geological formation represented in England, they form the nucleus of a comprehensive stratigraphical collection, and thus supply a want which has been long felt in the Geological Department of the Museum.

Amongst other important additions to the Geological Department in the course of the year Dr. Shand calls attention to some fine slabs of sandstone from Dura Den, Fifeshire, containing specimens of Holoptychius Flemingii and Glyptopomus Kinnairdi, presented by Mr. C. B. Meldrum, of Dura and Balmungo, and to a series of hand specimens and microscopic sections illustrative of the igneous rocks of the Christiania district in Norway, acquired by purchase. These specimens were collected and described by Professor W. C. Brögger, of Christiania, and it is believed that they will prove of great value to students of petrology.

Mr. Muston reports that the additions to the Library, by donation and purchase, number 466 volumes, besides pamphlets. H.S.H. Albert, Prince of Monaco, presented the Library with a complete set of the Bulletins issued from the Oceanographical Museum, Monaco. Among other donors were the Governments of Germany, France, Belgium, Bengal, Bombay, Madras, the United Provinces of India, and Canada; and the authorities of the India Office, British Museum, Board of Education, Scotch Education Department, and Meterological Committee; as well as a number of Societies and Museums in India, Australia, South Africa, Canada, the United States, Mexico, and the United Kingdom. The publications of H.M. Patent Office, the Specifications of American Patents, and a number of the new Ordnance Survey

Maps of Scotland on the 6-inch scale, and of England and Ireland on the 1-inch scale, together with some Geological Maps of Scotland on the 1-inch scale, have been received. The numbe of tickets issued, giving free admission to the Library, was 237. The Library was largely used throughout the year by students in various branches of Art and Science.

I have the honour to be,

Your Lordships' obedient servant,

JAMES J. DOBBIE.

To the Right Honourable the Lords of the
Committee of Council on Education in Scotland.

APPENDIX.

TABLE OF ATTENDANCE OF VISITORS, 1907

Month.	Sundays.	Weekdays.	Evenings.	Total
January - - - -	9,481	27,256	14,392	51,129
February - - -	9,484	15,523	11,871	36,878
March - - - -	9,407	14,473	13,688	37,568
April - - - -	8,060	19,287	10,880	38,227
May - - - -	6,200	18,568	10,183	34,951
June - - - -	8,532	23,944	13,283	45,759
July - - - -	6,067	39,111	12,327	57,505
August - - - -	8,425	39,624	12,024	60,073
September - - -	9,892	25,489	10,726	46,107
October - - - -	9,894	23,960	11,634	45,488
November - - -	10,986	22,746	13,954	47,686
December - -	11,013	22,533	8,659	42,205
Total - - -	107,441	292,514	143,621	543,576

Average annual attendance for last five years - 466,534

Average daily attendance for 1907 { Sundays - 2,066
Weekdays - 1,398

REPORT OF THE KEEPER OF THE ART AND ETHNOGRAPHICAL DEPARTMENT.

The original marbles of the building known as the Treasury of the Cnidians, excavated in remarkably perfect condition at Delphi by the French school working there, were moulded a few years ago, and a cast now occupies a prominent position in the Louvre, Paris. A replica from the Louvre moulds has been obtained for this museum, and is now set up in the Great Hall. To make room for it the Tabernacle from Léau, Belgium, which faced and somewhat cramped the entrance, has been taken down and moved to the east end of the hall. This change brings the Tabernacle into proper relation to the objects with which it is classified, and from its proximity to both galleries, the details of the sculpture and ornament can be conveniently examined over its whole height of more than 50 ft. The substitution in its place of the Treasury prepares the way for a concentration and a more orderly arrangement of the classical collection of sculpture, and meantime the change has produced a marked improvement in the appearance of the hall. The moderate size of the Treasury—the façade measures 20 ft. by 24½ ft.—has made it possible to bring what is virtually a complete Greek architectural composition into the Museum, and so within easy access of Scottish students of architecture. The date of the building is sixth century B.C. The figure sculpture, though archaic, is of great interest to archæologists, and the beauty and fine disposition of the ornament, producing at once an impressive and charming effect, make this little building an instructive guide to designers in many forms of art work.

A communication from the Director of the Königlichen Museum, Berlin, was received at the end of last year to the effect that it was proposed to mould from the original marbles, the entire portion of the Pergamos Frieze, known as the Hecate Group, only a part of which had previously been reproduced, and inquiring if a cast of it was desired for this Museum. This cast has now been set up against the south wall of the Great Hall. Including the base and dentilled cornice it measures 17 ft. by 10 ft. 4 in., and is composed of six figures with animals all in high relief, and on a scale larger than life. This great frieze, representing the Battle of the Gods and Giants, is of the second century B.C., a work of the very end of the Greek period. It thus affords an interesting contrast with the sculptures of the same subject on the Treasury of the Cnidians, done in the sixth century B.C., when the art was still in its early archaic stage.

In the section of Furniture and Woodwork an important addition of the complete panelling, etc., of a Jacobean room of the seventeenth century will also be of interest to architectural students and designers. The information kindly transmitted by the authorities at the Victoria and Albert Museum, that the house at one time occupied by Lord Jeffreys, at Lower Edmonton, near London, was about to be altered to suit modern requirements, and that the fine oak panelling was to be removed, opened negotiations which led to the acquisition for the Museum of the fittings of a complete room—its wall-panelling with pilasters and frieze, a very fine chimney-piece and over-mantel, and bay windows, all in condition to allow of a perfect reconstruction of the original room, as has been done so successfully with similar rooms at the Victoria and Albert Museum. A complete specimen such as this not only gives a clearer idea of the style than can be gathered from illustrations in books, but it also adds a new value to isolated pieces of furniture and detached carvings of the period which naturally form part of a museum collection. In this connection may be mentioned the acquisition of a number of miscellaneous domestic articles from the Tudor times and later. They include caps, shoes, jugs, and other domestic articles, most of them found in London.

Sir Thomas Gibson-Carmichael, Bart., has added another gift to the many already received from him—a reliquary in silver-gilt, Spanish work of the fifteenth century—an interesting addition to the fine collection of mediæval ecclesiastical metal work in the Museum. Examples of more recent art work in faience, enamels, ivory, and metal work, have been presented by Mr. Thomas McKie, LL.D., from the collection formed by his brother, the late Mr. William McKie, Moat House, Dumfries, and of the same class are several fine pieces of European and Chinese porcelain, given by Mrs. Boswell, Trinity Road, Edinburgh, selected from those belonging to her son, the late Mr. Alexr. Boswell, Edinburgh; and Mrs. Kay, Drumpark, Dumfries, presented a specimen of Roman mosaic work acquired in Rome in 1869. A very finely decorated Egyptian coffin, given to the Edinburgh Academy by Sir Colin Scott Moncrieff, K.C.M.G., etc., a former pupil of the school, has, by the courtesy of the donor and of the directors of the school, been transferred to this Museum. It is now well shown in the Egyptian collection, and is a valuable addition to the series of decorated mummy cases.

The contributions sent directly from the explorations in Egypt cannot fail to interest both the public and the student. The relief sculptures received in former years from the committee of the Egypt Exploration Fund have been supplemented by additional examples from Deir el Bahari, the last that will be forthcoming from this prolific site, as excavations on it have now terminated. From the British School of Archæology in Egypt and from Professor Flinders Petrie several important contributions have been received. Among these should be specially mentioned the twelfth dynasty mummy case, which is really a notable example of sculpture in wood. The sculptured face of the deceased, though thickly overlaid with gold, and with eyes worked in enamel of the colours of life, maintains perfectly the effect of naturalness, and the heavy wig of a blackish green colour throws into forcible contrast the clean cut but unmistakably Egyptian features of a distinguished person of 4,500 years ago. A complete set of four canopic jars, taken from one grave, with finely carved heads of the genii of the dead, and inscribed for the "true royal friend Imhotep," and several very fine alabaster vases, are also from Professor Petrie. The vases just referred to have enabled us to complete a case of these remarkable objects, most of them from pre-dynastic times. To the archæologist the series of Soul Houses, as Professor Petrie has named them, will prove of special interest. They are models in terra-cotta of various types of the dwellings of the common people of Egypt executed more than 5,000 years ago, and a case has been filled with them, showing their various forms, from the desert tent to the porticoed house. The interest and value to the Museum of these objects from Egypt is considerably increased, not only by the authenticity which they bring with them direct from the excavations, but also by the fact that the Museum was represented on the spot by Mr. Ward, one of its officers, who took an important part in the work of excavating in Egypt all through the season. The specimens acquired during the year include three decorated mummy cases, work of the later period in Egypt, several stelae, both in stone and wood, sculptured heads in marble and limestone, and in the latter material a striking figure of Isis with outstretched wings. Of objects associated with the home life of the people are a number of examples of basket and mat weaving, brushmaking, etc., and, with several detached pieces of wood furniture, a complete chair or stool in excellent condition. A large collection of clay cones, supposed to represent loaves of bread, and all of them inscribed in hieroglyphics, was also acquired, and in this connection Dr. Colin Campbell kindly placed his knowledge of Egyptology at the disposal of the Museum, and provided a reading of these and of other inscriptions.

Of about the same date as many of these inscribed Egyptian remains are a number of Babylonian tablets from the neighbourhood of Ur of the Chaldees and Tello, acquired during the year. Professor Sayce not only kindly examined the 80 specimens before the purchase was completed, but has since devoted a considerable time to the reading of the cuneiform inscriptions, and providing material for the proper labelling of each specimen.

A fortunate opportunity occurred during the year of acquiring several ethnographical collections directly from the collector's hand. The collection of objects from Central Africa made by Dr. Moloney while attached to the Stairs' expedition across Africa in 1890-91 (described in Dr. Moloney's book "With Captain Stairs to Katanga") was offered early in the year, and a selection was made from it of the most important of the specimens, all of them of a kind now most difficult to acquire, and which were unrepresented in our cases. A member of the Medical Mission in Korea, with a long and intimate acquaintance with the country, has supplied a number of objects illustrating the native life and customs, some of them of special interest as bearing upon the relations of Korea with Japan. Also from a resident in the country a number of specimens have come to fill out the Siamese collection, and the acquisition of the Le Mesurier collection, along with other specimens from Tibet, raises the Tibetan section to a level with the other collections representing the arts of Asia. Among other acquisitions are fine examples of ancient pottery brought from the neighbourhood of Truxillo, Peru, and several pieces of sculpture and carving, mostly in hard stone—minor antiquities illustrating the ancient religion and art of Mexico.

Loans to the Art and Ethnographical Department during 1907:—

Miss Blair, Pavilion, Melrose.—Oriental and English pottery and porcelain, weapons, stone carvings, etc.
H.M. Office of Works.—Model of the Register House, Edinburgh.
Sir Thomas D. Gibson-Carmichael, Bart.—Iron bracket shop sign and three rosettes.
Miss B. Peddie, Edinburgh.—Hand of an Egyptian mummy.

Loans withdrawn from the Art and Ethnographical Department in 1907:—

Two glass ampullae, lent by Sir Thomas D. Gibson-Carmichael, Bart.
Indian jewellery, lent by Lady Murray.
Vicuna wool shawl, lent by Mr. A. Steuart.

D. J. VALLANCE,
Keeper of the Art and Ethnographical Department.

REPORT OF THE KEEPER OF THE NATURAL HISTORY DEPARTMENT.

During the year the time of the staff of the Natural History Department has been chiefly devoted to an entire re-arrangement of the Hall in which the British animals are displayed. New cases have been built for the exhibition of the Passerine Birds, the Birds' Eggs, the Mollusca, the Insects and other Invertebrates; and the re-arrangement of these groups, with a view to rendering them more artistic and attractive, has already in a great measure been carried out. Many of the Fishes in this hall have been carefully painted in their natural colours. The collection of marine Invertebrates has been rendered more complete by the addition of numerous new specimens. In the type collection for the use of students, preparations have been made showing the general characters of Mammals, Birds, Reptiles, Amphibians, and Fishes, and these, it is hoped, will form a useful introduction to the study of the groups named.

In order to render the collections more generally useful to the public, labels, couched in the simplest possible language, describing the principal characters of each group, have been prepared and placed in the various halls and galleries; while labels of a more technical nature have been supplied for the use of students.

The collection of Reptiles, Amphibians, and Fishes, preserved in spirit, has been brought together and systematically arranged in new cases. A commencement has been made of a general collection of disarticulated skeletons for the use of those interested in osteology. In the large Mammal hall the beautiful series of seals collected by the Scottish National Antarctic Expedition, and presented by Dr. W. S. Bruce, has been completed, and now contains representatives of practically all the species which occur in South Polar seas.

During the year the Natural History Department has been materially assisted by the services of the Hon. Gladys Graham Murray and Mr. Norman B. Kinnear, both of whom have done much useful work in the arrangement of the extensive cabinet collection of Birds and Mammals; an obligation which it affords me much pleasure to gratefully acknowledge.

A very large number of specimens have been added to the collections in the course of the year, and of these it is gratifying to be able to state that no fewer than 7,052 have been by donation. The gifts include a fine series of skins of Mammals and Birds collected by the National Antarctic Expedition under Captain Scott, and presented by the Trustees of the British Museum. The department is also indebted to the British Museum for a large number of duplicate Mammals and Marine Invertebrates. A complete skeleton and a number of plates of Baleen of the rare Atlantic Right Whale have been presented by Mr. Carl F. Herlofson. The Hon. Walter Rothschild has given exotic Fishes, and a cast of a large example of the Angler Fish, all beautifully painted in their natural colours; also a set of large photographs, taken from life, of the practically extinct Californian Elephant-Seal. Casts of two skulls of the Okapi have been presented by Sir E. Ray Lankester, K.C.B.; a skin and skeleton of a Celtic Pony, by Professor J. Cossar Ewart; and a complete skeleton of the Bottle-nose Whale (*Hyperoodon rostratus*) by Mr. Theodore Salvesen, who has also contributed a complete set of teeth of the Sperm Whale and a foetal Balænoptera. The Society of Antiquaries of Scotland have given a number of bones of Horses from the Roman camp of Newstead, and from these an almost complete skeleton has been prepared. A Scottish example of the White-beaked Dolphin, from which a mounted specimen and skeleton have been made, was presented by Mr. William Lumley, while Mr. Rowland Ward gave a fine mounted adult male of the Orang Utan. To Mr. N. B. Kinnear the museum is indebted for a large collection of British Mammals and Birds.

The most important donations to the Bird collections include a large number of skins and eggs of exotic species given by Mr. J. J. Dalgleish, and a number of Birds from Fair Isle (including several rare and interesting species), collected by myself and Mr. N. B. Kinnear.

The collection of Fishes has been enriched by a large series of exotic forms from the Godeffroy collection, presented by Dr. R. H. Traquair; and by a number of deep-sea forms given by the Fisheries Branch of the Irish Department of Agriculture.

Among additions to the Insects may be mentioned a large collection of British Hymenoptera presented by Mr. Claude Morley, one of British Neuroptera and Trichoptera, by Professor J. J. F. X. King, and several interesting specimens of British Orthoptera, by Mr. W. J. Lucas. A series of Diptera and Coleoptera from St. Kilda, from Rev. J. Waterston, a fine collection of Butterflies from Sumatra, presented by Miss Home, and two large series of Butterflies from Zomba, given, one by Mrs. H. E. Scott, the other by Mr. Charles Stuart, form important donations to the Insect collections.

To the North Sea International Investigation Committee of the Scottish Fishery Board, the Fisheries Branch of the Irish Department of Agriculture, and several private donors, the Museum is indebted for a large number of marine and other Invertebrates. For many other interesting specimens the Natural History Department has to thank their Graces the Duke and Duchess of Bedford, Sir John Kinloch, Bart., Dr. J. H. Ashworth, Dr. W. S. Bruce, Messrs. Geo. Girdwood, P. J. C. McGregor, Oldfield Thomas, and Mrs. Leslie Milne.

A set of the valuable and beautifully illustrated monographs dealing with the fauna of the Atlantic ocean has been presented by His Serene Highness the Prince of Monaco, and has proved of considerable use to the staff in the prosecution of their work.

Among the year's purchases are several of importance and of popular interest. Foremost among these are a huge male African elephant from the Lado Enclave, and an adult male Okapi from the Ituri Forest, Congo Free State. Both of these animals rank among the finest examples of their kind ever obtained. Other purchases worthy of mention are a Serval, two Arctic Foxes, and two large collections of British Hymenoptera. The first instalment of a series of preparations to illustrate the life-histories of British Lepidoptera has also been added to the exhibited collections.

WM. EAGLE CLARKE,
Keeper of the Natural History Department.

REPORT OF THE KEEPER OF THE TECHNOLOGICAL DEPARTMENT.

In the course of last year two important models have been constructed and placed on exhibition in the mining section of the Mining and Metallurgical Hall. These models show the general arrangements of the underground workings in coal mines, and, when studied in conjunction with the models which were added to the collections last year, afford a complete view of the two chief methods of winning coal in Scotland. A model, complete in every detail, of a blast furnace of the most modern type, made in the Museum workshops from drawings supplied by the Glengarnock Iron and Steel Co., Ltd., has been added to the metallurgical collections. It shows, besides the furnace proper, the stoves for heating air to be supplied to the furnace as the hot blast. The different parts are sectioned where necessary to enable the visitor to see the constructional details. A model of a new type of furnace used in the manufacture of steel by the cementation process has also been made for the metallurgical collections, and has been carefully sectioned at numerous points in order to show the complicated arrangement of flues and other parts.

Messrs. E. Green and Son, Ltd., Wakefield, have presented a fine model of their economiser for exhibition in the boiler section of the Machinery Hall. This model, which is partly in section, is placed in its proper relation to the model of a Lancashire boiler presented last year, so that the student can at once perceive its use. A working model, showing one of the most efficient methods of driving a wire rope or cable, such as is largely adopted for haulage purposes in mines and on cable tramways and railways, has also been added to the machinery hall. The system illustrated is used in the Glasgow District Subway Railway, and it is to the engineers of that undertaking, Messrs. D. and A. Home Morton, Glasgow, that the Museum is indebted for the drawings from which the model was made. Examples of different types of driving chains for motor cars, motor omnibuses, etc., have been presented by well-known makers, and are exhibited in the same case as the cable drive model. These chains have been so arranged that they can be set in motion by the visitor. The transmission of power by belts and cotton ropes is illustrated by a number of working models set up in an adjacent case. The examples of belt drives include most of the leading types. The model of a cotton rope drive was made from drawings supplied by Messrs. Douglas Fraser and Sons, Arbroath. The valuable historical collection illustrating the development of railway permanent way has been extended by the addition of numerous specimens. Some of these specimens, for which the Museum is indebted to the North British Railway Company, are particularly interesting as examples of the earliest types of rails, chairs, and sleepers used in Scotland. In the section devoted to hydraulics examples of various types of steel water mains, showing different methods of jointing, have been presented by Messrs. Stewarts and Lloyds, Ltd., Glasgow. An old form of Morse embosser, which will fill one of the numerous gaps in our historical collection of telegraph apparatus, has been recently acquired.

Further additions have been made to the type collection of botanical specimens in spirit, in the School Gallery, and coloured drawings of many of the plants as they appear in nature have been placed beside these specimens.

A collection illustrating insect and other pests, and the damage done by them in garden, field, and forest, has been acquired for the Economic Botany Gallery, and additions have also been made to the collection of specimens in spirit relating to the subject of forestry.

ALEXANDER GALT, D.Sc.
Keeper of the Technological Departmeent.

DONATIONS DURING THE YEAR 1907.

ART AND ETHNOGRAPHICAL DEPARTMENT.

Mrs. Aitken, 139, Glen Park Mansions, Chelsea, London, S.W.—Hand and foot of an Egyptian mummy.

Col.-Sergt. F. G. Bertram, Northern Nigeria Field Horse.—Two quivers containing poisoned arrows from Sokoto, Northern Nigeria.

Mrs. Boswell, Trinity Road, Edinburgh.—English and Chinese porcelain, Strasburg enamelled earthenware, etc., from the collection of the late Mr. Alexander Boswell, Edinburgh.

British School of Archæology in Egypt, through Professor W. M. Flinders Petrie.—Egyptian antiquities.

Sir Thomas D. Gibson-Carmichael, Bart., Malleny, Midlothian.—Reliquary, silver-gilt, enamelled and nielloed, Spanish, fifteenth century.

Mr. James Cross, F.G.S., Church Street, Camberwell Green, London.—Smoothed celt, lancehead and arrowheads from United States, lunate scrapers from Denmark, etc.

Mr. A. Decaristo, Great Tower Street, London.—Greek rhyton.

Mr. J. Dickson, The Royal Scottish Museum.—Carved gourd from Lagos.

Edinburgh Academy, The Directors of.—Egyptian coffin and mummy, given to the Academy by Sir Colin Scott Moncrieff, K.C.M.G.

Egypt Exploration Fund, the President and Council of.—Antiquities from Deir-el-Bahari.

Geological Museum, London, The Director of.—Photographs of implementiferous gravels of Northfleet, Kent.

Mr. W. J. Hay, High Street, Edinburgh.—Silver Heart of Midlothian brooch.

Mrs. Kay, Drumpark, Dumfries.—Mosaic table, subject Pliny's doves and wreath of convolvulus, on white marble pedestal.

Dr. Mackenzie, Ramsay Garden, Edinburgh.—Photographs from Travancore.

Mr. Thomas McKie, LL.D., Edinburgh.—Collection of European porcelain, enamels, ivories, stone vases, mirrors, etc., which belonged to the late Mr. Wm. McKie, Moat House, Dumfries.

Dr. Hugh Marshall, Edinburgh University.—Hide sjambok.

Miss Peddie, 15, Rutland Street, Edinburgh.—"Tapa" cloth from Tahiti.

Miss Ruth Raeburn, Manor Place, Edinburgh.—Mexican rainproof cloak, and a basket.

Mr. James Smiles, Bruntsfield Place, Edinburgh.—Bronze Buddha from Siam.

Scottish Oceanographical Laboratory. Surgeons' Hall, Edinburgh.—Pair of "Kummins" made by natives of Four Island Point, Davis Strait.

Miss Elizabeth R. Taylor, 11, Lauriston Place, Edinburgh.—Pair of Lapp child's shoes and skein of reindeer sinew.

Mr. E. Murray Tod, Clifton.—Swansea porcelain saucer, and Bristol plate.

Mr. E. Ward, The Royal Scottish Museum.—S. African snuff spoon.

Mr. J. Watt, District Commissioner, Omorudu, Southern Nigeria.—Ethnographical specimens from Omorudu district.

Mr. T. Wharton, Stoke Newington, London.—Ebony walking stick.

NATURAL HISTORY DEPARTMENT.

The Department of Agriculture (Fisheries Branch), Ireland, per Mr. E. W. L. Holt, Scientific Adviser.—A collection of Schizopoda taken during the survey of the Western Fishing Grounds; a collection of Fishes from the S.W. of Ireland; a collection of Tunicates (*Thaliacea*).

Mr. Edwin Alexander, Shepherd House, Inveresk.—Two specimens of the Greenland Falcon (*Falco candicans*).

Miss A. E. D. Allen, Burwick, South Ronaldshay, Orkney.—Four specimens of the Orkney Vole (*Microtus orcadensis*), from South Ronaldshay, Orkney.

Mr. H. W. Andrews, F.E.S., Shirley, Welling, Kent.—Eighteen specimens of British Diptera; ten specimens of Diptera, from Stradbally, co. Waterford, Ireland, August, 1906.

The Society of Antiquaries of Scotland, National Portrait Gallery Buildings, Queen Street, Edinburgh.—Skeleton of Horse, made up of bones found at the Roman Camp, Newstead, near Melrose.

Dr. J. H. Ashworth, Zoological Department, The University of Edinburgh. Two specimens of *Arenicola marina;* two females of *Ornithodoros savignyi* from a camel, Sheikh Othman, near Aden; specimen of *Sclerostomum armatum* from peritoneal cavity of a horse; female specimen of *Stegomyia fasciata*, from Malaga, Spain; three parasitic Worms; specimens of *Ixodes ricinus* taken from Cow, Callander, September, 1906; specimen of *Dipylidium caninum*, from Fox Terrier.

Mr. Baikie, Tankerness, Orkney.—Male Red Grouse (*Lagopus scoticus*), from Tankerness, Orkney.

Her Grace the Duchess of Bedford, 15, Belgrave Square, London.—Specimen of the Marsh Tit, from Dallash, Valley of the Panure; specimens of Pintail (*Dafila acuta*), and Whistling Swan (*Cygnus columbianus*).

His Grace the Duke of Bedford, K.G., Woburn Abbey, Bedfordshire.—Specimen of Himalayan Thar (*Hemitragus jemlaicus*).

Mr. R. B. Bell, Whitehall, Stronsay, Orkney.—Specimen of the Vole, from Sanday, Orkney.

Mr. Wm. Berry, Tayfield, Newport, Fife.—Female specimen of Pochard (*Fuligula ferina*), from Tentsmuir, Fife; female specimen of Golden Pheasant (*Chrysolophus pictus*), from Tayfield, Newport, Fife; three Redshanks and three Black-headed Gulls, from Tentsmuir; adult specimen of Greenshank (*Totanus canescens*), in autumn plumage, from Tentsmuir; two specimens of Common Sandpiper (*Totanus hypoleucus*), from Tentsmuir; specimen of Merlin (*Falco æsalon*), killed on telegraph wire.

Mr. Robert V. Bethell, 342, Morningside Road, Edinburgh.—Four Mammals and seven Birds from Deseoberto, Minas, Geraes, Brazil.

Mr. D. W. Bett, L.D.S., R.C.S.E., 1, Salisbury Place, Edinburgh.—Two living Carp (*Carpinus carpio*).

Mr. John Bishop, 81, High Street, Berwick.—Two specimens of Limestone with *Sacammina carteri*, from Acre Band, L.Carb., Scremerston, near Berwick.

Mr. J. W. H. Bowhill, Morelands, Grange Loan, Edinburgh.—A collection of Insects from Cedar Creek, Yellowstone River, Montana, U.S.A., comprising 154 specimens.

The Trustees of the British Museum (Natural History), Cromwell Road, South Kensington, London.—Two hundred and seven skins of Mammals; eighteen specimens of Seals, Birds and Birds' Eggs; a collection of Marine Invertebrates.

Mr. Wm. Brown, 4, Henry Place, Edinburgh.—Large specimens of the Swimming Crab (*Portunus puber*), from Kingsbarns, Fife.

Mr. R. N. Rudmose Brown, B.Sc., Natural History Department, University of Aberdeen.—Two specimens of *Margaritifera maxima*, from the Mergui Archipelago.

Mr. Frank Balfour Browne, 2, Florenceville, Larne Harbour, co. Antrim.—Seven specimens of *Apus cancriformis*, from Southwick, Kirkcudbrightshire.

Mr. D. Bruce, Stationmaster, Dunbar.—Mounted specimen of Barn Owl (*Strix flammea*), struck by a passing train opposite Westbarns, Dunbar.

Dr. W. S. Bruce, Scottish Oceanographical Laboratory, Surgeons' Hall, Edinburgh.—Specimen of Shark from Ascension; four Arctic Foxes, and an adult and five young Sanderlings (*Calidris arenaria*), from Prince Charles Foreland, Spitsbergen.

Mr. R. Bryson, 25, West Maitland Street, Edinburgh.—Specimen of *Chimæra monstrosa*.

Mr. James Pelham Burn, Prestonfield House, Edinburgh.—Mallard (*Anas boscas*), from the Firth of Forth; Pochard (*Fuligula ferina*), from Duddingston Loch.

Mr. Hector Burn-Murdoch, Drimnin Lodge, by Oban.—Specimen of Little Grebe (*Podicipes fluviatilis*), shot on Oronsay Island, Argyllshire.

Rev. Angus Cameron, Tain.—Death's Head Moth (*Acherontia atropos*), Tain.

Mr. D. W. Cameron, of Lochiel, Achnacarry, Spean Bridge.—Fine specimen of a Trout from Loch Arkaig, Inverness-shire.

Mr. A. E. J. Carter, 4, West Holmes Gardens, Musselburgh.—Four specimens of *Hypophyllus crinipes* from Musselburgh.

Mr. C. E. S. Chambers, 44, Drumsheugh Gardens, Edinburgh.—Clutch of four eggs of the Indian Painted Snipe (*Rostratula capensis*) from the neighbourhood of Calcutta.

Miss Clarke, 4, Camden Crescent, Bath.—Six shells from North Island, New Zealand.

Mr. Wm. Eagle Clarke, The Royal Scottish Museum, Edinburgh.—Specimen of Field Mouse (*Mus sylvaticus fridariensis*) from the Fair Isle; three beetles from Assynt; young Curlew (*Numenius arquatus*) from Assynt.

Mr. W. Eagle Clarke and Mr. Norman B. Kinnear.—Ninety-four Birds from Fair Isle.

Mr. Robert Clyne, Bell Rock Lighthouse.—A collection of Marine Invertebrates and Tunicates from the Bell Rock.

Mr. A. Cochrane, 34, Cockburn Street, Edinburgh.—Specimen of a Greenfinch (*Ligurinus chloris*), and of a Skink.

Messrs. M. Cochrane and Son, 34, Cockburn Street, Edinburgh.—Two living specimens of Japanese Newt (*Molge pyrrhogastra*).

Mr. Thos. Cook, 22, Lothian Street, Edinburgh.—Male and female specimens of *Chimæra monstrosa* from the North Sea.

Mr. C. M. Corbett, Palace Mansions, London, S.W.—Three Birds from Creagorry, Benbecula.

Mr. T. A. Coward, Brentwood, Bowden, Cheshire.—Specimens of *Nycteribia hermanni*, taken from *Rhinolophus hipposiderus* at Cheddar, Somerset.

Mr. J. J. Dalgleish, Brankston Grange, Bogside Station, Stirling.—A collection of Birds' Eggs, comprising 702 specimens; twenty skins of Exotic Birds.

Mr. A. J. H. Edwards, The Royal Scottish Museum, Edinburgh.—Female Grivet Monkey (*Cercopithecus griseo-viridis*).

Mrs. Douglas Edwards, 3, Frederick Street, Edinburgh.—Specimen of the Paddle Worm (*Phyllodoce lamelligera*) from Hopetoun, Firth of Forth.

Mr. J. H. E. Elliot, 16, Royal Crescent, Edinburgh.—Three nests of Weaver Birds from South Africa.

Mr. L. G. Esson, 383, George Street Aberdeen.—Specimen of *Astromyx loveni*, found on a trawl boat at Aberdeen.

Prof. J. Cossar Ewart, F.R.S., The University, Edinburgh.—Body of Celtic Pony.

Mr. Wm. Evans, F.R.S.E., 38, Morningside Park, Edinburgh.—Specimens of Scaup (*Fuligula marila*); Wigeon (*Mareca penelope*) from Dunbar: specimen of a Black Sea Bream (*Cantharus cantharus*) from the Firth of Forth.

Col. Fergusson-Buchanan, Auchentorlie, Dumbartonshire. — Female variety of the Red Grouse (*Lagopus scoticus*) from Auchentorlie; a pair of claws of the Grouse showing change of nails; hen Pheasant (*Phasianus colchicus*) with spurred foot.

The North Sea International Investigations Committee of the Fishery Board of Scotland.—A collection of Marine Invertebrates from the North Sea.

Lady Fowler, Inverbroom, Garve, Ross-shire.—Field Mouse (*Mus sylvaticus*) from Inverbroom.

The family of the late Major G. B. French, M.B., C.M., L.R.C.P., per Lawford, Waterhouse, and Lawford, 23, Austin Friars, London, E.C. Specimens of Skulls and Horns.

Mr. C. J. Gabriel.—A collection of Molluscan shells from Victoria, Australia.

Mr. J. K. Galloway, Procurator Fiscal, Lerwick, Shetland.—Three surrendered Eggs of Skuas from Hascosay, Shetland, taken June, 1907.

Dr. O. H. Garland, 53, Charlotte Street, Leith.—Specimen of *Panchlora nivea.*

Mr. J. K. Garraway, 13, South Charlotte Street, Edinburgh.—Five Specimens of the female of *Orgyia antiqua*, bred from larvæ obtained on Luther Muir, near Montrose.

Mr. Geo. Girdwood.—Young (in down) of Great Skua (*Megalestris catarrhactes*).

Mr. Oxley Grabham, The Museum, York.—Two Bats from Thornton Dale, near Pickering, York; specimen of Lesser Horse-shoe Bat.

Mr. D. Hamilton, 63, Warrender Park Road, Edinburgh.—Specimen of young Long-eared Owl (*Asio otus*) from Pentland Hills; young Ring Ousel (*Turdus torquatus*) from the Pentland Hills.

Mr. J. A. Harvie-Brown, Dunipace, Larbert.—Variety of Wood Pigeon (*Columbus palumbus*) from Belmont Castle, Perthshire; two specimens of Mountain Hare (*Lepus timidus*) from Denny; Lesser Black-backed Gull (*Larus fuscus*) from Denny Hills, Firth of Forth.

Mr. Carl F. Herlofson, Bunaveneader, Isle of Harris.—Skeleton and plates of Baleen of the Atlantic Right Whale (*Balæna glacialis*); ten plates of Baleen of various species of Whale, and seven specimens of a Copepod parasitic on *Balæna glacialis.*

Mr. T. Henderson, jun., Spiggie, Dunrossness, Shetland, specimen of the Great Crested Grebe (*Podicipes cristatus*) from Loch Spiggie, Dunrossness.

Lady Estella Hope, High Hallender Farm, Under River, Sevenoaks, Kent.—Specimen of *Lepus timidus*, var. *lutescens*, from Malhide, Dublin.

Miss Horne, 5, Upper Gray Street, Edinburgh.—One hundred and thirty specimens of Lepidoptera from Sumatra.

Master W. L. Hunter, 9, Maxwell Street, Edinburgh.—Seventy-two specimens of Insects, chiefly Butterflies, from Mount Ayliff, Griqualand East, South Africa.

Mrs. Hunter-Weston, Hunterston, West Kilbride.—Specimen of Peacock (*Pavo cristatus*).

Miss Inglis, 10, Dick Place, Edinburgh.—Specimen of *Panchlora nivea* imported into Edinburgh with bananas from Jamaica.

Miss Dorothy Jackson, Swordale, Evanton, Ross-shire.—Twenty-one specimens of Lepidoptera from Swordale, East Ross-shire.

Messrs. Johnston, Green and Co., Ltd., Fish and Game Dealers, 3, South Charlotte Street, Edinburgh.—Specimen of Muller's Topknot (*Zeugopterus punctatus*) caught 40 miles east of the Isle of May.

Mr. Ewen Kennedy, care of Mr. Drysdale, The Leuchold, Dalmeny.—Stuffed specimen of Greater Black-backed Gull (*Larus marinus*), male.

Prof. J. J. F. X. King, F.E.S., 1, Athole Gardens Terrace, Kelvinside, Glasgow.—A collection of British Neuroptera and Trichoptera, comprising 454 specimens.

Sir John Kinloch, Bart., Glenisla House, Alyth.—Male specimen of the Canada Goose (*Bernicla canadensis*) shot by Miss Kinloch, of Kinloch, on Auchentapple Loch, Glenisla, 1907.

Mr. Norman B. Kinnear, 12, Grosvenor Crescent, Edinburgh.—A collection of Fossils formed by the late Sir William Jardine, Bart., chiefly from Malta and the Isle of Wight; female specimen of the Barn Owl (*Strix flammea*) from Kildalton, Islay; male and female specimens of the Lesser Shrew (*Sorex pygmæus*) from Lochmaddy, North Uist; twenty-two specimens of British Birds.

Mr. Charles Kirk, 156, Sauchiehall Street, Glasgow.—Specimen in the flesh of Yellow Baboon (*Papio cynocephalus*); young specimen of the Long-eared Owl (*Asio otus*); ten British Birds.

Mr. T. Kirkpatrick, Royal Scottish Museum, Edinburgh.—Specimens of a Polyzoon (*Membranipora pilosa*) spreading over a frond of *Laminaria saccharina* from the shore at Gullane; specimen of Swift (*Cypselus apus*), male, Edinburgh.

Prof. E. Ray Lankester, F.R.S., British Museum (Natural History), Cromwell Road, London, S.W.—Casts of two skulls of the Okapi.

Mr. J. R. Laurence, Pentland Skerries, St. Margaret's Hope, Orkney.—Two specimens of Birds from Pentland Skerries, Orkney.

Mr. O. A. J. Lee, East Mains, Callander.—Two young Greenshanks (*Totanus canescens*) from Rothiemurchus Forest, Inverness-shire.

Mr. R. G. Linton, Thorpe Corrage, Herningford Grey, St. Ives, Hants.—Specimen of *Leptophyes punctatissima* from St. Ives, Huntingdonshire.

Mr. W. J. Lucas, F.E.S., 28, Knight's Park, Kingston-on-Thames.—Seven specimens of *Agrion pulchellum* from Byfleet Canal, Surrey; three specimens of the Shore Earwig (*Labidura riparia*) taken on the Hampshire coast; fifty-three specimens of Orthoptera and Neuroptera from Surrey and the New Forest.

Mr. Wm. Lumley, The Inn, Cramond.—Adult male White-beaked Dolphin (*Lagenorhynchus albirostris*) from Cramond, Firth of Forth.

Mr. Wm. L. Macgillivray, Eoligary, Barra, by Oban.—A partial albino of the Brown Rat (*Mus decumanus*) from Barra.

Mr. P. J. C. McGregor, British Embassy, Constantinople —Female specimen of *Parus major*, Semisova; 130 specimens of Birds' Eggs.

Mr. D. C. McIntosh, M.A., B.Sc., 37, Warrender Park Terrace, Edinburgh.—Specimens of British Hydroids.

Mr. P. M. McIntyre, care of McKay, 31, Castle Street, Edinburgh.—Specimen of long-spined Sea Bullhead (*Cottus bubalis*) from the Firth of Forth.

Mr. Hugh Mackay, The Royal Scottish Museum, Edinburgh.—Five mounted British Birds.

Mr. James McKay, The Royal Scottish Museum, Edinburgh.—Specimen of female Cockroach (*Periplaneta orientalis*), carrying egg-case partially extruded, captured in Museum.

Mr. John MacKay, Stromness Hotel, Stromness.—Specimen of Trout (*Salmo fario*), from Loch Stennis, Orkney. Weight, 8 lbs.

Mr. Duncan MacKenzie, Royal Hotel, Stornoway.—Female specimen of Tufted Duck (*Fuligula cristata*), from Stornoway; specimens of Knot (*Tringa canutus*) and Bar-tailed Godwit (*Limosa lapponica*), from Stornoway; specimen of Iceland Gull (*Larus leucopterus*), from Stornoway.

Mr. John McKenzie, 51, Beechgrove Terrace, Aberdeen.—Specimens of a Tubularian, found growing on a tree dredged from the Firth of Forth.

Mr. J. T. MacKenzie, Dunvegan, Skye.—Specimen of *Mus hirtensis*, killed on Dun Island, St. Kilda group.

Mr. James S. McLaughan, Hawthorne Bank, Haddington.—Specimen of Bird-eating Spider, from River Plate, near Buenos Ayres.

Mr. Wm. MacLennan, Grainbank, Kirkwall, Orkney.—Female specimen of Black Rat (*Mus rattus*), from South Rolandshay.

Mr. James McQuarrie, Nouphead Lighthouse, Westray, Orkney.—Specimen of Water Rail killed by striking the windows of Nouphead Lighthouse.

Mr. David MacRitchie, 4, Archibald Place, Edinburgh.—Female specimen of *Æschna juncea*, from Newton Dee, near Aberdeen.

Mr. John Mathieson, Stourhead Lighthouse, Lochinver, Lairg, Sutherlandshire.—Specimen of the Thorny Lobster (*Palinurus vulgaris*), found in a crab-pot off Stourhead.

Mr. Charles G. Matthew, Fleet Surgeon, H.M.S. Monmouth, China Station, Hong Kong.—Skull of *Cervulus* sp., from Hong Kong.

Mr. J. G. Millais, Compton's Brow, Horsham.—Three skins of British Seals.

Mrs. Leslie Milne, c.o. Post Office, Bhamo, Upper Burma.—One hundred and twelve shells of Mollusca, from Port Blair, Ross Island, Andaman Islands; miscellaneous collection, comprising 34 specimens.

Mr. John Moir, Gamekeeper, Garden, Stirlingshire.—Specimen of Hedgehog (*Erinaceus europæus*), from Garden, Stirlingshire.

Mr. Claude Morley, F.E.S., The Hill House, Monk's Soham, Suffolk.—A collection of British Hymenoptera, comprising 822 specimens.

Mr. Cyril Morgan-Brown, c.o. Rev. C. Ll. Sanctuary, The Close, Salisbury.—Specimen of Nuthatch (*Sitta cæsia*), from Haslemere, Surrey.

Mr. J. Kirke Nash, L.D.S.Ed., 21, Alva Street, Edinburgh.—Chick of Mallard (*Anas boscas*), from the Lake of Menteith.

Mr. Geo. Nelson, Dunmore Cottage, Shotts, Lanarkshire.—Specimen of a bifid Worm (*Lumbricus minor*), from Shotts.

Mr. T. H. Nelson, Cliffe, Redcar, Yorkshire.—Specimens of *Parthemisto oblivio*, from the shore at Redcar, Yorkshire.

Mr. Patterson, Gamekeeper, Morton Hall, Edinburgh.—Specimen of a White Stoat (*Mustela erminea*).

M. Marc Planton, Arles-sur-Rhone.—Two Eggs of the Flamingo (*Phœnicopterus roseus*), from the Camargue, South France.

Mr. C. H. Scott Plummer, Sunderland Hall, Selkirk.—Female hybrid between male Golden Pheasant (*Chrysolophus pictus*) and female Common Pheasant (*Phasianus colchicus*), from Sunderland Hall.

Mr. Lewis G. Ramsay, 11, College Bounds, Aberdeen.—Thirty-seven specimens of Insects from Kara Dagh, Asia Minor; a collection of Birds' Eggs from Kara Dagh.

Misses Leonora J. Rintoul and Evelyn V. Baxter, Lahill, Largo, Fife.—Female specimen of the Horse Bot Fly (*Gastrophilus equi*), from Fryern, Pulborough, Sussex.

Mr. James Ritchie, The Royal Scottish Museum, Edinburgh.—Two Hydroids and two Polyzoa, from the North Sea.

Mr. Lewis B. Robb, 67, East North Street, Aberdeen.—Melanic specimen of the Common House Mouse (*Mus musculus*).

Captain Robertson, of the "Scotia,' Prosen Cottages, Tayport, Fife.—Skeleton of Walrus (*Odobenus rosmarus*).

Mr. A. M. Rodger, Perthshire Natural History Museum, Perth.—Specimen of a White Whale (*Delphinapterus leucas*) fœtus, from Prince Regent's Inlet, Lancaster Sound, Davis' Straits.

The Hon. Walter Rothschild, M.P., Tring Park, Herts.—Coloured cast of *Lophius piscatorius;* four specimens of exotic Fishes mounted and painted in natural colours; specimen of the Shark (*Odontaspis saurus*), from the Cape of Good Hope.

Mr. Theodore Salvesen, 29, Bernard Street, Leith.—Complete set (68) of the teeth of a bull Sperm Whale (*Physeter macrocephalus*), caught off Shetland; Foetus of a Finner Whale (*Balænoptera musculus*); complete skeleton of a Bottle-nose Whale (*Hyperoodon rostratum*), from Shetland.

Dr. E. T. Edmonston Saxby, Halligarth, Balta Sound, Shetland.—Specimen of the White-fronted Goose (*Anser albifrons*), from Halligarth.

Mrs. H. E. Scott, c.o. Mrs. Govan, 31, Comely Bank Road, Edinburgh.—A collection of Insects, chiefly Butterflies, from Zomba, British Central Africa.

Mr. Robert Service, Maxwelltown, Dumfries.—Specimen of Millepede found in a box of Bitter Oranges, from Spain; specimen of Starling (*Sturnus vulgaris*), with abnormally long bill; specimen of the Bird-eating Spider, imported with fruit.

Dr. David Sharp, F.R.S., University Museum of Zoology, Cambridge.—Female specimen of *Ctenophora ornata*, from Brockenhurst, New Forest, bred 13th August, 1907.

Mr. Fred Smalley, Challan Hall, Silverdale, Carnforth, Lancashire.—Specimen of Velvet Scoter (*Œdemia fusca*), male.

Miss Sprague, 29, Buckingham Terrace, Edinburgh.—Specimen of *Chrysis ignita*, from Holne Cross, Ashburton, S. Devon.

Mr. R. A. Staig, Natural History Department, The University, Glasgow.—Eight specimens of *Glossina palpalis*, from 25 miles inland from the Gold Coast, West Africa.

Mr. J. A. Steuart, Westwood, West Lothian.—Melanic specimen of Rabbit (*Lepus cuniculus*).

Mr. W. J. Stevenson, Blairennich, Stirling.—Variety of the Common Snipe (*Gallinago cœlestis*), shot at Cowie, Old Polmaise.

Mr. Charles Stuart, 67, Braid Road, Edinburgh.—A collection of Butterflies from Zomba, British Central Africa, comprising 93 specimens.

Mr. D. Tait, Sule Skerry Lighthouse, Stromness.—Specimen of Fork-tailed Petrel (*Oceanodroma leucorrhoa*), from Sule Skerry Lighthouse.

Mr. Wm. Taylor, Llanbryde, near Elgin.—Specimen of the Golden Eye (*Clangula glaucion*).

Mr. Oldfield Thomas, F.R.S., British Museum (Natural History), Cromwell Road, London, S.W.—Fifty-seven Mammal Skins and Skulls from South America, collected by Mr. P. O. Simons.

Professor D'Arcy W. Thompson, C.B., University College, Dundee.—Stuffed specimen of *Phoca equestris*, from Behring Straits.

Mr. James Tomison, Skerryvore Lighthouse, Fionphort, near Oban.—Specimen of Missel Thrush (*Turdus muscivorus*), from Skerryvore.

Mr. R. Tomlinson, Musselburgh.—Two specimens of the Blue-tailed Skink (*Eumeces quinquelineatus*), imported in timber from North America.

Mr. Ramsay Traquair, The Bush, Colinton.—Specimen of Trout (*Salmo fario*), from Tweed above Innerleithen.

Dr. R. H. Traquair, F.R.S., The Bush, Colinton.—A collection of Fishes from the Museum Godeffroy, comprising 678 specimens.

Mr. R. D. R. Troup, 21, Marchmont Road, Edinburgh.—Specimen of *Helodes marginata*, from Currie; also a number of larvæ of a Sawfly, from Wells, Somerset; brown variety of Viper (*Pelias berus*), from Wells, Somerset.

Mr. H. M. Vickers, 9, Viewforth Gardens, Edinburgh.—Two specimens of *Pyrochroa serraticornis*, bred from larvæ found at Wells, Somerset.

Mr. H. M. Wallis, Ashton Lodge, Reading.—Female specimen of Green Woodpecker (*Gecinus viridis*), from Reading; male specimen of Green Woodpecker, from Reading.

Mr. D. R. P. Walther, 32, Greenhill Gardens, Edinburgh.—Two specimens (males, adult and juv.) of the Velvet Scoter (*Œdemia fusca*), from Firth of Forth.

Mr. Rowland Ward, 167, Piccadilly, London, W.—A number of bones of the Okapi (*Ocapia johnstoni*), from the forests of the Upper Congo.

Rev. James Waterston,, B.D., B.Sc., 9, Woodburn Terrace, Edinburgh.—Two specimens of *Anodonta anatina* from Lochgelly; one hundred and fifty specimens of Diptera, from the Island of Hirta, St. Kilda.

Mr. James Watson, c.o. Messrs. J. Jamieson and Son, 58, Castle Street, Edinburgh.—Male and female specimens of *Chimæra monstrosa*, from the North Sea.

Mr. W. Wesché, 125, Biddulph Mansions, Elgin Avenue, London, W.—Four specimens of British Diptera.

Mr. Stewart Wilson, Kennabey, Fair Isle.—Young Storm Petrel (*Procellaria pelagica*), from Fair Isle.

Mr. Frank Woolnough, Ipswich Museum and Free Library, Ipswich.—Two casts of Eggs of the Great Auk (*Alca impennis*).

Mr. James Wright, 36, Douglas Street, Kirkcaldy.—Five specimens of Fish remains, from Abden, near Kinghorn, and Cults, near Cupar.

TECHNOLOGICAL DEPARTMENT.

Messrs. Wm. Anderson & Co., Drumcavil Sand Works, Gartcosh.—Specimens of firebricks and sand.

The Associated Portland Cement Manufacturers (1900), Ltd., 72, Fenchurch Street, London, E.C., per Messrs. Johnstons, Ltd., 13, Frederick Street, Edinburgh.—Specimens illustrating the manufacture of Portland cement.

Mr. A. Baird, Rosemount, Glenboig, Lanarkshire.—Specimens of firebricks and sand.

Messrs. Baird and Stevenson, 13, Carlton Place, Glasgow.—Specimen of building stone.

The Bothwell Park Quarries and Brick Works, Ltd., by Bothwell, Lanarkshire.—Specimen of building stone.

Messrs. Brampton Bros., Ltd., Oliver Street Works, Birmingham.—Specimens of chains for motor cars and motor omnibuses.

The British Thomson-Houston Co., Rugby.—Three photographs of Curtis steam turbines.

Miss Brown, Pinkie Mains, Musselburgh.—Collection of Herbarium specimens.

The Broxburn Oil Company, Ltd.—Five photographs illustrating different parts of Broxburn Oil Works.

The Budhill Sandstone Co., Shettleston, Glasgow.—Specimens of sand.

Callender's Cable and Construction Co., Ltd., Hamilton House, Victoria Embankment, London.—Five specimens of electric cables, such as are used in mines.

Mr. David W. Campbell, Breckonhill, Lockerbie.—Branch of tree with web enclosing cocoons of the Ermine Moth.

The Chief Engineer, Great Western Railway, Paddington Station, London.—Length of bridge rail, laid by Brunel about the year 1837-8.

Mr. Alex. Clark, 51, East Trinity Road, Leith.—Model illustrating pile driving; also models of the following: Derrick crane, donkey boiler, water wheel, and double-acting pump.

Mr. E. J. Craig Christie.—Specimen of rubber milk from Benin coast.

Messrs. Davidson & Co., Ltd., Sirocco Works, Belfast.—Model of Sirocco mine fan wheel.

Messrs. Doulton & Co., Ltd., Lambeth, London, S.E., and 38, Bothwell Street, Glasgow.—Numerous models of sanitary appliances.

The Edinburgh Roperie and Sailcloth Co., Leith.—Specimens of driving ropes, etc.

The Eglinton Silica Brick Co., Ltd., Dundyvan, Coatbridge. Head office, 60, Firhill Road, Glasgow. — Specimens of bricks and raw materials.

Messrs. Escher, Wyss & Co., Zurich, per Mr. Jens Orten-Boeving, 72, Victoria Street, London, S.W.—Collection of photographs illustrating Zoelly steam turbines.

Ewart's Chain Manufacturing Co., Colombo Street, Derby.—Specimens of driving chains.

Mrs. Farquharson, 47, Mardale Crescent, Edinburgh.—Collection of Herbarium specimens.

The Glenboig Union Fireclay Co., Ltd., Glasgow.—Specimens of bricks and raw materials.

Messrs. E. Green and Son, Ltd., Wakefield.—Model of Green's Economiser.

The Heathfield and Cardowan Fireclay Co., Garnkirk. Office, 52, Robertson Street, Glasgow.—Specimen of brick and raw materials.

Mr. Wm. Johnstone, Gartcraig, Glasgow.—Specimen of whin sett for roads.

Croy Quarry, Kilsyth.—Specimen of whin sett for roads.

Cranhill Quarry, Milncroft.—Specimen of road metal.

Messrs. Mitchell, Westbank Brick Works, Portobello.—Specimen of bricks and raw material.

Messrs. J. and J. Neilson, Quarrymasters and Contractors, 102, Bath Street, Glasgow.—Specimen of whin sett for roads.

The Niddrie and Benhar Coal Co., Ltd.—Specimen of Great Seam Cannel Coal.

The North British Railway Company, Edinburgh.—Historical collection of railway rails, chairs, and sleepers.

Messrs. Pfeil and Co., 145, St. John Street, Clerkenwell, London, E.C. --Wooden belt pulley.

Mr. Max Poser, Messrs. Carl Zeiss, 29, Margaret Street, Regent Street, London.—Two lantern slides of balloons.

The Premier (Transvaal) Diamond Mining Co., Ltd., 25, Austin Friars, London, E.C.—Model of the Cullinan Diamond.

Mr. Purdie, Builder, Coatbridge.—Specimen of building stone.

Messrs. Redpath, Brown and Co., Ltd., St. Andrew's Steel Works, Edinburgh.—Specimen showing in section four types of rivets.

Messrs. Hans Renold, Ltd., Progress Works, Manchester.—Specimens of chains for motor cars, motor omnibuses, etc.

The St. Helens Cable and Rubber Co., Ltd., Warrington.—Three specimens of electric cables such as are used in mines.

Mr. James Sharp, 19, Warrender Park Crescent, Edinburgh.—Walking stick made from the wood of the broom.

Steins Brick Works, near Old Anchor Ironstone Pit, Denny.—Specimen of brick.

Messrs. Stewarts and Lloyds, Ltd., 41, Oswald Street, Glasgow.—Six specimens showing different types of steel pipes.

Mr. Clement E. Stretton, Saxe-Coburg House, Leicester.—Specimen of Stephenson and Vignole's flat-foot rail, 1836.

The Tilbury Contracting and Dredging Co., Ltd. (1906), late Messrs. F. A. Hughes and Co., Inverkeithing.—Specimens of road metal and specimen of building stone.

Mr. Troup, Quarrymaster, Craigmillar.—Specimen of building stone.

Messrs. Turners, Ltd., Portobello.—Specimens of bricks.

Canon Vaughan, Droxford Rectory, Hampshire.—Specimen of Sea Pea (*Lathyrus maritimus*).

The Whitehill Brick and Fireclay Works, Rosewell, Midlothian.—Specimens of bricks and raw materials.

GEOLOGICAL DEPARTMENT.

Mr. R. V. Bethell, 342, Morningside Road, Edinburgh.—Specimens of gold quartz from Brazil.

Messrs. The Broxburn Oil Co., Broxburn.—Samples of oil-shale from Broxburn.

Mr. Corbet S. Catty, 48, Nightingale Road, Southsea, Hants.—Specimens of graphite from Invergarry.

Mr. A. Craig Christie, Sir William Fraser's Homes, Colinton.—Specimens of labradorite and saponite from Corstorphine Hill.

Mr. J. G. Duncan, The Royal Scottish Museum.—Specimens of *Phillipsia Eichwaldi* from Leslie, Fife.

Mr. J. A. G. Elliot, The Royal Scots Fusiliers, United Service Club.—Specimens of crocidolite from Cape Colony.

Mr. W. T. Gordon, M.A., Edinburgh University. — Specimens of *Phillipsia Eichwaldi* from Leslie, Fife.

The late Dr. Gubbin, Bristol.—Collection of about 20,000 fossils from various geological formations. (Bequest.)

Mr. J. D. Gunn, Kyleakin, Skye.—Specimens of bog iron ore from Skye.

Mr. C. B. Meldrum, of Dura and Balmungo, St. Andrews.—Specimens of *Holoptychius Flemingii* and *Glyptopomus Kinnairdi* from Dura Den.

Mrs. Leslie Milne.—Specimens of ruby, sapphire, spinel, etc., from Mogok, Burma.

Mr. J. M. Moubray, The Kafue Development Co., N.W. Rhodesia.—Specimens of hopeite from Broken Hill, Rhodesia.

Mr. A. G. Ogilvie, 15, Evelyn Gardens, London, S.W.—Specimens of pyrrhotite and graphite from Perthshire.

Mr. A. Reid, F.S.A., Edinburgh.—Septarian nodule from Holyrood.

Mr. P. C. Tarbutt, 23, St. Swithin's Lane, London, E.C.—Specimens of hopeite and tarbuttite from Broken Hill, Rhodesia.

Mr. Alexr. Thoms, F.R.S.E., 7, Playfair Terrace, St. Andrews.—A series of crystal models in iron. Specimens of zinnwaldite from Ballater and of agates from Dunbog.

Dr. R. H. Traquair, The Bush, Colinton.—Specimen of *Coccosteus decipiens* from Achanarras, Caithness.

Mr. James Wallace, The Brake, Stravithie, R.S.O.—Specimens of rough and cut jade from Tawmaw, Burma.

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Imperial German Government.—Erläuterungen zur Geologischen Karte von Preussen und benachbarten Bundesstaaten, Lieferungen 112, 115, 121, 123; Das Devon des Nördlichen Oberhazes, von L. Beushausen; Geologisch-agronomische Darstellung der Umgebung von Geisenheim am Rhein; Geologisch-hydrologische Verhältnisse im Ursprungsgebiete der Paderquellen zu Paderborn, von H. Stille.

Ministère des Travaux Publics, Paris.—Notice sur de Port le Saint-Nazaire.

Département de l'Intérieur, Brussels.—Annales du Musée du Congo, Tome II., Fasc. 1; Dictionnaire Kitabwa-Français et Français-Kitabwa, par Rev. A. van Acker.

India Office.—Fauna of British India, Butterflies, Vol. II., and Rhynchota, Vol. IV., Part I.; Linguistic Survey of India, Vol. IV.; Palaeontologia Indica, New Series, Vol. II., Memoir 3, and Diener's Flora of the Himalayan Muschelkalk.

Government of Bengal.—Report of the Eastern Archæological Circle for 1905-06.

Government of Bombay.—Progress Report of the Archæological Survey of the Western Circle, July, 1905, to March, 1906.

Government of the United Provinces, India.—Reports of the Archæological Surveyor, Northern Circle, for the years ending 31st March, 1906 and 1907; Report of the Superintendent of the Northern Circle for the year ending 31st March, 1907.

Government of Madras.—Report of the Southern Circle of the Archæological Survey of India for the year 1906-07.

Superintendent of the Archæological Survey of India, Frontier Circle.—Report for the year 1906-07.

Superintendent of Government Printing, Burma.—Report of the Archæological Survey of Burma for the year ending 31st March, 1907.

Superintendent of Government Printing, Calcutta.—Archæological Survey of India, Report on Epigraphy for the Southern Circle for the year 1906-07; Agricultural Ledger, 1905, Part 8, and 1906, Parts 3 to 8.

Government of Canada.—Report of the Department of the Interior for the year 1905-06.

Geological Survey of Canada.—28 publications of the Survey.

Trustees of the British Museum.—British Bloodsucking Flies; Catalogue of Lepidoptera Phalaenae, Vol. VI.; Catalogue of Madreporarian Corals, Vol. VI.; Guide to the Exhibition of Old Natural History Books; Guide to the Great Game Animals (Ungulata); History of the Natural History Collections, Vol. II.; Kirby's Synonymic Catalogue of Orthoptera, Vol. II.; Monograph of Culicidæ, Vol. IV.; Guide to Fossil Invertebrate Animals; List of Casts of Fossils, 5th edition; Catalogue of the Greek Coins of Phrygia, by Barclay V. Head; Guide to the Books and Portraits illustrating the History of Plant Classification exhibited in the Department of Botany; Reproductions from Illuminated Manuscripts, Series I. and II.; Subject Index of Modern Works added to the Library in 1901-05; Reproductions of Prints, Third Series, Part I.; Memorials of Linnæus; National Antarctic Expedition, 1901-04, Natural History, 3 vols.; List of British Seed-Plants and Ferns.

Board of Education.—Ancient and Modern Ships, by Sir G. C. V. Holmes, Parts I. and II.; Catalogue of Oil Paintings in the National Gallery of British Art, Part I.; Report of the Victoria and Albert Museum for 1905; Twelve Delft Plates in the Victoria and Albert Museum illustrating the Tobacco Industry; Catalogue of the Curzon Loan Collection of Eastern Art Objects in the Bethnal Green Museum; National Competition, 1907; Syllabuses and Lists of Apparatus applicable to Technical Schools, etc.

Scotch Education Department.—Report of the Committee of Council on Education in Scotland for the year 1906-07, with Appendix; Report by Dr. Struthers on Secondary Education (Scotland) in 1907; Return of Expenditure from Grant for Public Education in Scotland, 1906; Teachers' Certificates, 1906; Lists of Classes conducted under the Continuation Class Code, etc.; List of School Boards, Voluntary Schools, etc., January, 1907; Code of Regulations for Day Schools, with Appendixes, 1907; Code of Regulations for Continuation Classes, 1907; Cleansing and Disinfecting of Schools; Memo. on the Teaching of English in Primary Schools; Teaching of Arithmetic in Primary Schools; Study of Languages; Teaching of Drawing; Study of History; Notes in regard to the Syllabus of Physical Exercises for Use in Elementary Schools; Regulations and Syllabus, King's Scholarship Examination, 1907; Regulations and Syllabus for Examination for Teachers' Certificates, July, 1907; Regulations for the Preliminary Education, Training, and Certification of Teachers, 1907; Regulations as to Grants to Secondary Schools, 1907; Report on the Physical Condition of School Children in Glasgow; 5 volumes of the Accounts of the City of Paris; 15 volumes of the Accounts, etc., of the Département de la Seine, Paris.

Board of Agriculture and Fisheries.—Prices and Supplies of Corn, Live Stock, etc., in 1906.

Department of Agriculture and Technical Instruction for Ireland (Fisheries Branch).—Report on Sea and Inland Fisheries for 1904, Part 2; Scientific Investigations, 1905, Part 8; 1906, Part 4.

Director of the Dublin Institutions of Science and Art.—Report for the years 1905-06 and 1906-07.

Royal Dublin Society.—Economic Proceedings, Vol I., Parts 9 to 11; Scientific Proceedings, New Series, Vol. XI., Nos. 13 to 20; Scientific Transactions, Second Series, Vol. IX., Parts 4 to 6.

Meteorological Office, London.—Report for the year ending 31st March, 1907; Hourly Readings, 1905 and 1906; Meteorological Observations at Stations of the Second Order, 1902; Hints to Meteorological Observers in Tropical Africa.

Trustees of the Indian Museum, Calcutta.—48 publications of the Museum.

Madras Government Museum.—Report for the year 1906-07; The Village Deities of Southern India.

Australian Museum, Sydney, N.S.W.—Report for the year ending 30th June, 1906; Memoirs, Vol. IV., Part 10; Records, Vol VI., Nos. 4 and 5.

Albany Museum, Grahamstown, South Africa.—Records, Vol. II., Part 1.

Natal Government Museum, Pietermaritzburg.—Annals, Vol. I., Part 2; Report for 1905.

Rhodesia Museum, Bulawayo.—Report for 1906.

Tokyo Zoological Society.—Annotationes Zoologicae Japonenses, Vol. VI., Part 1.

Brazilian Legation, London.—The United States of Brazil.

Boston, U.S.A., Museum of Fine Arts.—Handbook.

Carnegie Museum, Pittsburgh, U.S.A.—Report for the year ending 31st March, 1907.

Brooklyn Institute of Arts and Sciences.—Report of the Museums for 1906; Guide to the South-western Indian Hall; Science Bulletin, Vol. I., Nos. 4 and 10.

Bureau of American Ethnology.—Reports for the years 1902-03 and 1903-04; Handbook of American Indians North of Mexico, Part 1.

Field Natural History Museum, Chicago, U.S.A.—5 publications of the Museum.

Library of Congress.—Report of the Librarian for the year ending 30th June, 1906; Noyes Collection of Japanese Prints, Drawings, etc.

Missouri Botanical Garden, St. Louis, U.S.A.—13th Annual Report.

Smithsonian Institution.—Reports for the years 1904-05 and 1905-06; Contributions to Knowledge, 2 parts; Miscellaneous Collections, 4 parts; ditto, Quarterly Issue, Vol. III., Part 4, and Vol. IV., Parts 1 and 2.

United States National Museum, Washington, D.C.—Proceedings, Vols. XXXI. and XXXII.; Collection of Barnacles, by H. S. Pilsbry; Birds of North and Middle America, by R. Ridgway, Part 4; Catalogue of Fossils, Minerals, Rocks, and Ores, Part 2; Contributions from the U.S. National Herbarium, Vol. X., Parts 3, 4, 5; Families and Genera of Bats, by G. S. Miller, jun.; Herpetology of Japan and Adjacent Territory, by L. Steineger; Mammals of the Mexican Boundary of the United States, Part 1; Recent Madreporaria of the Hawaiian Islands, etc., by T. W. Vaughan.

Instituto Geológico de México.—Boletin No. 22; La Fauna de Moluscos del Senoniano de Cárdenas, San Luis Potosi, por E. Böse.

London County Council.—Report of the Horniman Museum and Library for 1906.

Burlington Fine Arts Club, 17, Savile Row, London, W.—Exhibition of Pictures and Sketches, by Robert Brough, A.R.S.A.; Exhibition of Faïence of Persia and the Nearer East.

Royal Institute of British Architects, 9, Conduit Street, London, W.—Journal of the Institute for 1907; Kalendar, 1907-08.

The Principal, University of London.—Calendar of the University for the year 1907-08.

The Highland and Agricultural Society of Scotland.—Transactions of the Society, 5th Series, Vol. XIX. (1907).

Perthshire Natural History Museum, Perth.—Annual Reports from 1902-03 to 1906-07.

Plymouth Municipal Museum and Art Gallery.—Annual Reports, Nos. 1 to 8.

Yorkshire Philosophical Society, York.—61 Annual Reports, from 1825 to 1905.

H.S.H. Albert, Prince of Monaco.—Bulletin du Musée Océanographique de Monaco, Nos. 1 to 108; Résultats des Campagnes Scientifiques accomplies sur son Yacht, Fascicules 1 to 32; Cartes 1 to 6.

Mr. R. Common, 14, Kempston Road, Bedford.—History of the Invention of the Reaping Machine, by R. F. J. Common.

Mr. Walter Draper, Government Gardens, Delta Barrage, Egypt.—Notes on the Injurious Scale Insects and Mealy Bugs of Egypt.

Dr. George Macdonald, Scotch Education Department, Edinburgh.—Bibliothèques Scolaires, Catalogue d'Ouvrages de Lecture, Supplement de 1887 à 1899; Les Bibliothèques Populaires à l'Etranger et en France; Theoretical and Practical Mechanics and Physics, by A. H. Mackenzie.

Dr. George McGowan, 21, Montpelier Road, Ealing, London, W.—History of Chemistry, by E. von Meyer, English translation, 3rd edition.

Mr. Clarence B. Moore, 1,321, Locust Street, Philadelphia.—Moundville Revisited, and other Papers.

Messrs. Oliver and Boyd, Tweeddale Court, Edinburgh.—Farm Live Stock of Great Britain, by R. Wallace, 4th edition.

Mr. Edwin A. Pratt, Mount Bank, Farnborough, Kent.—Licensing and Temperance in Sweden, Norway, and Denmark; The Licensed Trade.

Dr. R. H. Traquair, Colinton, Midlothian.—Report on the Scientific Investigations of the Northumberland Sea Fisheries Committee for 1906; Year-Book of the Royal Society of London for 1907; Geological Literature added to the Geological Society's Library during the years 1894-1902 and 1904-06; Bulletin de la Société Belge de Géologie, 5 parts.

Dr. J. J. Dobbie, Director, The Royal Scottish Museum.—Decennial Index, Part I. (1896-1905), of the Journal of the Society of Chemical Industry; 1st and 2nd Reports of the Wellcome Research Laboratories at the Gordon Memorial College, Khartoum.

Mr. W. Eagle Clarke, The Royal Scottish Museum.—Proceedings of the Royal Society of Edinburgh, Vol. XXVI., No. 6; Acta Societatis pro Fauna et Flora Fennica, 27 and 28; Meddelanden af ditto, Parts 31 and 32.

Mr. Thomas Rowatt, The Royal Scottish Museum.—The Glasgow District Subway, by A. H. Morton.

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